

How to manage vandals

It is refreshing to find that the Government's Central Policy Review staff is not allowing itself to get cocooned in the mystique, glamour and remoteness with which others have tried to clothe the Think Tank idea. Whatever long-term policy studies may be going on, they have now settled down to producing a succession of brief reviews which are models of clarity and common sense.

Last week's note on "Vandalism" (page 6), like "Services for Young Children with Working Mothers" a month earlier, shows the advantages of turning good, fresh minds on to subjects that have got bogged down in bureaucracy or been blocked by emotional reactions.

Vandalism is not new and there is little now to say about it. As the Think Tank found, there are no reliable national statistics on its incidence, cost, or even who does it, and it is probably impossible to produce anything accurate. So there is no evidence that it is getting worse; it is necessary to get the subject into perspective and concentrate practical measures in areas where everyone can see that it is a major problem.

Local studies support the widespread impression that these are likely to be inner city areas, that the damage will affect public more than private property, council estates will suffer most, and especially tower blocks and blocks with deck access and large semi-public spaces that do not belong to anybody.

According to a Home Office sur-

vey a solid three quarters of the public believe that parents are to blame for their children's vandalism, either through lack of control or neglect; half of them also thought it was caused by lack of facilities and things to do. Only 14 per cent blamed lack of control by schools or teachers, and a mere 3 per cent believed it was because there was not enough corporal punishment.

What the Think Tank have done is to cut through this sort of cant, look at good practice where it exists (and some local policies have worked) and commend a persistent and cost effective approach. Preventive measures on this basis are far more likely to succeed than retributive punishment directed at the small minority of offenders caught.

Experience in Exeter, Moseley and Scotland suggests that action needs to be orchestrated by local authorities but must bring in teachers, residents, the police, voluntary agencies and the rest of the community package. The report recommends a dossier of good preventive practice that would give guidance to them on the most effective measures. If the dossier could include the Think Tank's note on vandalism, it would provide a sound practical back-up for the Home Secretary's next national conference on the subject.

A boost for CLEA

Connoisseurs of the corporate management game will be amused by the report by Mr. Robert Beechey, chairman of the West Sussex County Council, in his capacity as secretary of the Society of Local Authorities. Mr. Beechey has much to recommend him: he is a bunch of dangerous enthusiasts; it can only raise their standing elsewhere in the educational world.

On balance, however, the reaction of the education chairmen and others who attend the CLEA conferences is more likely to be one of indignation rather than satisfaction. Mr. Beechey's speech is pretty insufferable and there seems no good reason why it should be suffered without complaint. From the start, CLEA's credibility has been slim, just because people doubted if it would be allowed to develop into a serious force on educational policy. The same influences which killed the Association of Education Committees ensured the emasculating of CLEA.

It will only develop vitality if it turns a blind eye to the Beechey signal and comes to stand firmly for educational values as well as those of local government.

EEC on girls' opportunities

OF EUROPEAN COUNTRIES, formerly of the Equal Opportunities Commission and now of the European Community in Brussels, has prepared a report for Division 12—the education division—of the Commission, on the subject of sex discrimination in education throughout the Community.

It takes the form of a series of studies on the role of the state, on the role of the family, on the role of the school, on the role of the university, on the role of the workplace, on the role of the media, on the role of the law, on the role of the economy, on the role of the culture, on the role of the society, on the role of the individual.

It is obvious that Dr. Brunner, the EEC commissioner, would like

to develop a strong role for EEC in this area of social policy. Women's rights to equal treatment are already the subject of Community legislation, and the connection between education and employment is close enough to require intervention at the school level also.

The EEC report, however, is not a study of sex discrimination in education, but rather a well-planned contribution to debate within the nine countries. Here it would have a valuable part to play in opening up this tangled subject, because it is clearly presented and sensible. But who will read it? Are Community reports to be read elsewhere in Europe, then?

Such differences also exist of the Labour side of the political divide and when from time to time they cause individual politicians to speak in one way and act another in respect of the policy of their own government they give some support to the notion that a wholly coherent public education policy is neither possible nor even desirable in a pluralist society.

Four years in the life of an ILEA councillor ... Anne Page

on the nuts and bolts of local democracy

Working the system

The renewed emphasis on political education which schools, youth and further education interests all seem agreed upon is glad news for twenty odd activists of all political colours concerned about the health of the democracy.

I want to argue strongly, as educationists prepare expanding political studies programmes, for rigorous attention to be given to the local democratic political framework which is responsible for the bulk of our education system.

No one but the quite unregenerate centralist argues for the abolition of elected local education authorities, yet scepticism about the value of councillors is widespread and their role confused and uncertain, not least in their own eyes.

More examination of the roots of this public and professional dissatisfaction must be undertaken if councillors are really to become valued representatives of their communities.

We need much more understanding of the way in which the education committee and its sub-committees work, of the preparation done for them by officers and members—the kind of people who become councillors and why, the way in which they work, the pressures they undergo, and the interaction, or lack of it, between councillors and professional, electorate and political parties.

In the hope of adding a little substance to the skeletal existing analysis of these questions and of councillors' impact and effectiveness, I want to describe here tasks undertaken and issues arising during the four-year term of office of one local education authority.

My workload was obviously atypical in three respects, but I think, otherwise recognisable. Those three respects were as follows: the ILEA's structure is unique—only four elected members represent some 180,000 inhabitants; people, whereas other metropolitan authorities not much bigger will have nearer 20 education committee members. Further, as a representative of the borough council at County Hall, I felt I must take a County interest in town hall services with an education component—recreation, planning and especially personal social services.

The 1974-78 period was one of heightening public interest in education, and the extra social pressures of an intensely deprived inner city area undergoing regeneration added to the strain on educational institutions.

The representative function of a local education councillor seemed to me, and remains for me, most importantly concerned with two main themes. The first, apparently obvious, was the need to challenge perceptions and requirements into the County Hall bureaucracy/political machines (often hard to distinguish) in such a way as to produce results, and to relate the efforts of those machines to one's own area.

The second was constantly to promote the need for a free flow of information and open debating, to make possible a public understanding of planning and policy-making at important decisions (or lack of them). In all the work I did these two themes emerged time after time both at the general and individual level.

For example, three local establishments became the focus for important educational arguments reaching far beyond the borough. An attempt was made in each case for all discussion of the problems to be held in secret, deep resentment followed the inevitable public revelation, and the resolution of the local education authority was consequently damagingly delayed.

The examples are Highbury Hill School, where the desire to go comprehensive at three forms of entry eventually opened the way to the long overdue ending of selection; the local education authority's role in the school; and the role of the local education authority in the school; and the role of the local education authority in the school.

As an individual, my prime task was to get information and effective action, whether dealing with the placement of a child in a secondary or special school, complaints of a school arising from a delayed governing body, or obtaining funds for statutory or voluntary schemes.

Work I call educational meant trying to get a grip on the main questions of the period, including the Hoxton report, Bullock, Taylor, the County Council, and the role of the local education authority in the school; and the role of the local education authority in the school.

Administrative work arose from the host of matters raised by telephone, letter, or personal approach. Sometimes emotional pressure added to the time and energy required, individuals or groups with educational problems placed heavy demands on those they understood to have access to power. Written requests from individual constituents included 13 on primary/secondary transfers, 10 for help with student grants, eight on family or teacher housing problems, and seven on other matters.

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ballot schools, grants for PE kit, and part-time teacher employment. Pressure groups raised corporal punishment, dyslexia, teachers' centres, secret records, adult education, the integration of the physically handicapped into ordinary schools, and Rudolf Steiner.

Thirty-three other developments raised included development and redeployment of staff (five), nursery provision (four), extension and community use of playgrounds (three), and swimming pools, cleaning a swimming pool, paying the school priority allowance.

Borough councillor colleagues cross-examined me on my regular reports to the Education Committee, established an Education Advisory Committee to extend local consultation and involvement, and made 12 written enquiries about the inspectorate, school sites, home sexual teachers, educational maintenance allowances, medical checks, the cost of teachers' lunches, English as a second language, and employment prospects.

Finally voluntary organizations requiring help included four aimed at young blacks, two major multi-purpose community development schemes, and others concerned with crisis for handicapped children, play residential provision for adolescents and "adventure" play.

Political and party political work required attendance at committee meetings, and other County Hall meetings—an average investment of one to two days a week, including preparation time. This not only involved reading committee documents, and making inquiries about particular issues, but also visiting schools, individuals or projects, and occasionally writing reports.

Finally evening work included, should have attendance at a multiplicity of education-related meetings: relevant town hall committees, school governing bodies, political party and its education sub-group, groups of parents, large public gatherings, the area youth committee and the community health council (as the ILEA representative).

This account presents but a skimpy picture of the unworkable actuality. Worse, it makes no notion of things untouched or left undone. Indeed the great temptation in all local council work is to over-complicate, to speak about not fully informed, and to promise without being able to deliver: in other words to perform badly.

Given the range of tasks to be done in what is, for other people, leisure time, this is excusable. If it performs less than its own promise, public and professional opinion about the democratic process is bound to increase.

Anne Page is an Islington councillor. During 1974-78 she was Islington's Education Committee member, and for 1978-79 was also chairman of Islington's Social Services Committee.

Letter to the Editor

Sssh... ILEA decision-making in progress

SIR—Last Thursday (October 12) the Schools Sub-Committee of the Inner London Education Authority decided once again not to support the educational activities of the White Lion Street Free School. As with just about every other "public school" in the borough, the school has been refused funding from public funds. Either this was the statement of the ILEA, or the school has been refused funding from public funds. Either this was the statement of the ILEA, or the school has been refused funding from public funds.

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School to work

Certificate plan for YOP 'graduates'

by Mark Jackson

A national qualification is to be introduced for unemployed young people "graduating" from the Government's Youth Opportunities Programme. It will be awarded by the City and Guilds Institute, and is likely to run into angry opposition from those who feel assessment should be kept out of the programme.

The Manpower Services Commission, which is responsible for the programme, has not yet been told officially of the institute's plan.

The qualification is to be called the Employment Preparation Award. The method of assessment has yet to be decided, but it will be linked

with overall performance rather than be a test. Success will entitle the holder to a certificate of YOP participation, which will be awarded by the City and Guilds Institute.

The award represents a further expansion by the institute, traditionally the examiner of craftsmen, which has just begun offering a general employment certificate for the under-qualified young workers who complete courses under the Government's Unified Vocational Preparation Programme.

When, last year, the programme looked as if it would be a complete flop, the DES asked the institute to provide a suitable carrot. But no sooner had it got down to it than

the institute realized that it was missing the biggest market for this kind of award. While the Unified Vocational Preparation Programme is struggling to attract a few thousand youngsters, the programme for unemployed leavers is assured of 200,000.

The general employment award for the young worker scheme is based largely on the life skills studies which form an important part of all vocational preparation courses and the college or training boards running the courses are given more or less a free hand to decide, within the framework prescribed by the institute, the content of the projects they set.

A modified version of this approach is to be tried by City and

Guilds with Littlewoods, which operates the biggest of the employer based work experience schemes in the Youth Opportunities Programme, and with a voluntary organization.

But it is difficult to see how the many thousands of youngsters being placed with small employers can be given a chance of trying for the award.

Mr Geoffrey Holland, the Manpower Services Commission's head of special programmes, is said to have told a meeting of training workshop organizers earlier this year that he was opposed to the introduction of a certificate of this kind, since it would constitute yet another hurdle at which youngsters could fail.

... and one for bosses

A certificate for supervisors and instructors teaching in the Youth Opportunities Programme and the Special Temporary Employment Programme is also planned by City and Guilds.

The institute's advisory committee for education services was last night being asked to approve the development of further education. The courses will involve a total of 75 hours of instruction, likely to be taken in a block.

Intended to be suitable, in the words of a City and Guilds expert, for an unemployed bricklayer, the courses will devote a third of the time to "instructional skills, counselling and guidance."

Meanwhile, a small but historic step for the West ...

Ministers set to agree priorities for youth

The first top level agreement on priorities for education throughout the western world should be announced today. It will make history, even if it makes little difference to things as they are.

Hard times have brought the western education ministers together in Paris this week for the first time in 18 years of the Organisation for Economic Co-operation and Development. They have gone there mainly to compare bruises and to reassure themselves that everyone, almost, is in the same mess.

Strong pressure for the governments to commit themselves to specific goals in today's end of conference declaration has come from the OECD's secretary general, Mr Emilio van Lennep.

The shared preoccupations of the ministers, including those from the economically strong countries are: youth debt quotas (OECD total: 7 million), falling rolls and tightened public pursestrings, and attempts to make their education systems the most efficient for social and industrial life. The secretariat has been trying to get them to stand back and work out where education is and where it needs to go.

In a background paper for the ministers the secretary general suggests that they should consider the idea that most of the OECD countries have now achieved adequate levels of education to satisfy general needs, but that, instead of shirking as an activity,

it is likely to be the subject of "new and pressing demand". He proposes a new set of overall priorities for the medium term aimed at improving quality, combating inequality and youth unemployment, and making the management of education systems more democratic and efficient.

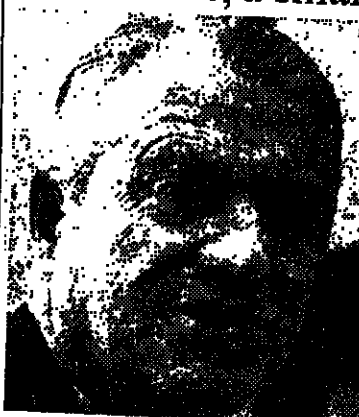
Since the suggestions incorporate proposals which would involve member governments in major new expenditures or a shift of existing spending, the education ministers are likely to avoid anything which commits them all to action.

On quality, the secretary general said that it was clear that the rapid democratization of education meant that some children were not getting the kind of education their parents wanted. He suggested that the conference might want to underline that the need was not so much for structural reforms as for the clarification of educational goals and standards, and corresponding changes in the curriculum and in relationships between the school and the community.

How to maintain the quality and motivation of teachers would be a crucial problem in the years ahead, needing new and imaginative approaches.

In a further briefing to the conference on the transition from school to work, the ministers are told that if the community expects people to work it has an obligation to equip them to do so.

Mark Jackson



Emilio van Lennep

More support for training guarantees

The idea of a "social guarantee" of education, training, or work up to the age of 19 is gaining ground internationally. It is being examined by ministers at the Paris meeting.

The guarantee, which goes well beyond Britain's youth programme by providing continuous participation for all between 16 and 19, is already being offered by the governments of the Scandinavian countries. This week's discussions may now arm our own Education Secretary with some timely arguments to put to her officials working on the promised White Paper on teenage education and training.

Mrs Williams has had an outline plan for a comprehensive youth guarantee in her possession for at least two years, but did not press it in Cabinet after the Manpower Services Commission last night took to explore the practicability of such a scheme. When Treasury pressures forced the commission to go for a lesser programme, Mrs Williams gave priority to securing educational maintenance grants, but is thought still to be convinced, like some of the commission's senior officials, that some form of social guarantee will eventually have to be introduced.

Ministers of the DES and the Department of Employment, who are preparing a paper on the vocational preparation of young workers, in which the DES will take a leading role. Although the pressure on the Employment Secretary, Mr Albert Booth, has since broadened the scope of the inquiry to cover all provision for the age group, his officials are still leaving the DES to make the running.

The Nordic countries tried to interest the OECD employment guarantee at a conference a year ago and, failing, announced that they would go it alone. Now, after the secretary general who is asking this week's meeting to consider the feasibility of such a scheme.

Millfield again scoop the pool Badminton win repeated

by Stanley Levenson

English schools swimming championships have for a number of years provided Millfield School, Glos., with a rich harvest of success and the most recent in the series, at Lincoln, was no exception.

Millfield, a power centre of swimming, won seven events—beating their six wins of 1974—and would have had an eighth but for a disqualification after touching first. Instead, the prize went to Liverpool Blue-cove School.

The Somerset school has the advantage of a number of international swimmers in its ranks—Jan Collins and Helen Glynn, both Commonwealth Games competitors, among them.

Most of the 12 races the margin of victory was quite pronounced, except in the intermediate boys' 100 yds (1min 44.5sec).

Swimming was a mere 0.3sec in front of the City of Leicester Boys' School, who were a force in the under-14 group two years ago.

The expected clash between the two in the diving championship, held at the same time, did not materialize because of the illness of Sandra Hooker, Dournside School, Cheltenham, senior champion two years ago and runner up last year. So the under-16 title went to her

chief rival, Pauline Baker, Thomas Tallis School, London, last year's under-16 winner. But it was a close run thing. Miss Baker, with 270.10 points, had lost that point to spare over second-placed Marinn Saunders, of Stevenage Grammar School, Herts.

The only other 1977 champion to win again was Tina Jones, of Nantun Park School, Cheltenham, moving up from the juniors to the intermediate ranks.

The Lincoln championships were almost entirely organized by Yarborough High School staff and students with the head, Mr E. Wilson, chairman of the organizing committee. The swimming pool is part of the dual use Yarborough Leisure Centre.

Diving and relay results: Boys' Diving—Under-14: 1, Stephen Dorman (Cheltenham GS); 2, Nigel Stanton (Trinity School, Warrington); 3, Peter Powell (Wright Robinson School, Manchester); 4, Graham Topping (Shoeburyness High School, Essex).

Under-19: 1, Allan Smith (Dr Challoner's School, Amersham, Bucks); 2, John Cryer (High Storts School, Sheffield). Girls' Diving—Under-14: 1, Liel Pipes (St Thomas More RC School, Derby); 2, Susan Lowton (Warrington High School, London). Under-16: 1, Tina Jones (Nantun Park School, Cheltenham); 2, Alison Childs (Westcliff High School, Essex). Under-19: 1, Pauline Baker (Thomas Tallis School, London); 2, Marinn Saunders (Stevenage School, Herts).

Girls' Relays—Under-14 Freestyle: 1, Pudsey Grammar School, Yorks; 2, Whitby Comprehensive School, Eilesmere Port, Medley; 3, St. Edward's School, Romford, Essex; 4, Charlton Park School, Cheltenham. Under-16 Freestyle: 1, Millfield; 2, King John School, Bexley, Essex. Medley: 1, Millfield; 2, Abbey School, Reading. Under-19 Freestyle: 1, Millfield; 2, Burnt Mill School, Harlow, Essex. Medley: 1, Millfield; 2, Lady Edridge School, Croydon.

Several past and present schools badminton champions were prominent at the junior invitational tournament, sponsored by Slazengers, at Wimbledon last week. Forty-four girls and 57 boys, the top junior in Britain, took part in the two age groups, under-15 and under-18.

In the younger section Stephen Butler (Whitley Abbey School, Coventry) beat Dipak Taitor (Alexandra Park School) in a repeat of the schools final seven months ago. Butler won 11-15, 15-7, 15-7.

But there was a defeat for the other schools' under-15 champion, Gillian Gowers, of Hove Grammar School, Sussex. She lost 12-9, 15-7.

Under-20 fencers open their London competition season at the de Beauvoir Centre, West Kensington, this weekend with two events for girls—the Perigal Cup individual tomorrow, and the Millfield team contest on Sunday. Both events are open to all nationalities.

Holland and Austria are sending representatives, and there will be 32 British individuals tomorrow and six British club teams, with one each from England and Scotland, on Sunday.

Holland's entrants are not yet known but they have some very tough young maids. Austria will include Karin Blaschke, and the Martinic sisters, Uschi and Monika. Uschi promises to be a formidable challenger to Elizabeth Wood, of Britain, the holder and favourite.

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first off in the bidding is Devonshire, where the education committee is considering setting up a "national centre for microelectronic education" based on Plymouth Polytechnic and Plymouth College of Further Education. The estimated cost—£250,000 over three to five years.

In the medium term, however, Britain's ability to remain competitive in international markets will depend on whether more far-reaching changes than creating a few new courses. We may have to rely on a substantial increase in the technical expertise of large sections of the working population. Far more people will have to leave the education system familiar with micro-circuits and ways of using them to advantage.

The accepted wisdom is that it is only by investing in our brain-power, our education, that we will be able to compete with the Americans and Japanese. They may be good at the hardware, but there is no good at applying it. Which is where we excel, or so the argument goes. Admittedly there is something gentlemanly sounding—a continuation of our old distaste for the practical—about the notion of surviving on our superior brains. But even if, *faut de mieux*, this is the way we eventually go it is dangerously complacent to assume that it will happen miraculously if we just carry on in the old way.

Already there is a shortage of engineers and technologists, and an acute shortage of really outstanding ones. Throughout the early 1970s the number of electrical engineering graduates from universities drifted down from nearly 5,000 a year to under 1,700 in 1975. The output of physics graduates was stagnant at about 2,000, and maths graduates at under 3,000. Even CNAA degrees, and HNC/HNDs in similar subjects are taken into account, the grand total was virtually unchanged at about 14,000 a year. And of course many of these do not end up in jobs in relevant fields. University applications for science and technology have been improving slightly recently, but there is no evidence of the large expansion that will undoubtedly be needed. Once the delayed effect of this fall in the birth rate hits the universities in the 1980s, it may be hard to maintain present levels.

Not is there any guarantee that those who leave with qualifications in, say, electrical engineering, will do much about microelectronic applications. The DES is planning to look at existing courses in further and higher education to see whether they need to be modified, not only for the scientists, but just as important, the future managers. Although computing as such is increasingly a normal part of most courses, many business studies students leave with little understanding of the potential of the new hardware. The recent reorganization of business and technical education may have come just in time. The

'Schools may well have to do far more to single out their most gifted children for special treatment'

The supply of suitably qualified teachers in the long run. One way out, though certainly not the only one, might be found in the A level in electronic systems pioneered by Essex University. Started by Professor Barrie Chaplin, it is designed to teach pupils some of the basic ideas of how any systems work, including biological and mechanical systems. It need not necessarily be taught by science staff and is not designed for science pupils alone.

The new A level was tried out in 10 schools in 1974 and was given full A-level status under the NEB in 1976. It is steadily growing in popularity. Mr Graham Bevis, of Richard Tunton College, a sixth form college in Southampton, said that 1,500 candidates were registered for the summer examination. More than 50 schools or colleges are likely to be offering it next year. It is an attractive supplement to normal A-level maths or physics, but not a substitute, at least for potential university entrants. However, several firms have shown interest in it as a qualification for future technicians. Mr Bevis has found that its accent on problem solving may be more suited to pupils who are less obviously academic material. And Professor Chaplin is convinced that a steady flow of school leavers going straight into employment having studied the course may be just what the country needs. They will be able to spot what parts of a firm's production processes can be automated. The actual installation can then be farmed out to technical experts.

The main constraint on the more rapid expansion of the course is money. So far the curriculum development work has had no financial help from the education service. He is convinced that somewhere individual schools will have the right answer, and only when the micro revolution has gone a bit further will it emerge what that is.

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The supply of suitably qualified teachers in the long run. One way out, though certainly not the only one, might be found in the A level in electronic systems pioneered by Essex University. Started by Professor Barrie Chaplin, it is designed to teach pupils some of the basic ideas of how any systems work, including biological and mechanical systems. It need not necessarily be taught by science staff and is not designed for science pupils alone.

The new A level was tried out in 10 schools in 1974 and was given full A-level status under the NEB in 1976. It is steadily growing in popularity. Mr Graham Bevis, of Richard Tunton College, a sixth form college in Southampton, said that 1,500 candidates were registered for the summer examination. More than 50 schools or colleges are likely to be offering it next year. It is an attractive supplement to normal A-level maths or physics, but not a substitute, at least for potential university entrants. However, several firms have shown interest in it as a qualification for future technicians. Mr Bevis has found that its accent on problem solving may be more suited to pupils who are less obviously academic material. And Professor Chaplin is convinced that a steady flow of school leavers going straight into employment having studied the course may be just what the country needs. They will be able to spot what parts of a firm's production processes can be automated. The actual installation can then be farmed out to technical experts.

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It does however seem prudent for the Schools Council and the Inspectorate to start looking fairly closely at where curriculum development may be needed, as the ACARD report recommends.

This should extend from the primary school upwards. It should also look long and hard at ways of encouraging more women to do technical studies of some sort. Microelectronics is ideally suited to both boys and girls, and schools are going to waste. Instead of making a spell in the metal workshop compulsory for all pupils, schools might well put practical electronics or technology on to the timetable.

The educational demands of the micro revolution will not be restricted to the sixth form. At another section of this article we suggest that the future of traditional industry is uncertain in the long run. But there is no doubt that what craft jobs do remain will require a much higher level of skill. It is clear, for example, that as factories become automated it will be less and less in a firm's interest to tolerate machinery "breakdowns". A new breed of "super repair men", capable of solving fast and sophisticated technical problems, will command high salaries and need a new kind of technical training and educational qualifications.

The country has already recognized that youth unemployment is here to stay. It is not just a matter of waiting for the recession to go away. In industry, examples of the effect will be the same? This is probably the most controversial question now being discussed in Cabinet, at the highest level in Whitehall, the EEC, United States and throughout the developed world. The answer could have a profound impact on the next 25 years.

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New jobs for old... and less able will be the first casualties

Throughout the 1960s the public was plied with prophecies of a new Dark Age? (or was it to be the new Dark Age?) when machines would do the work, and man would be liberated from enslaving toil (or would be unemployed and purposeless?). But by the early seventies, when disillusionment with technology and materialism was the fashion, every-one became more sceptical.

Computers, far from reducing the total number of jobs available, had created an army of new specialists—programmers, analysts, designers—and extra jobs in related fields.

Surely, the sceptics ask, as microprocessors, products and processes, are introduced, the effect will be the same? This is probably the most controversial question now being discussed in Cabinet, at the highest level in Whitehall, the EEC, United States and throughout the developed world. The answer could have a profound impact on the next 25 years.

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and de-skilling of work will occur; and the signs are that the forces operating in the sixties to help counteract this will become progressively less strong as the revolution proceeds. In the past automation was relatively so expensive that it was only introduced in growth industries. The technology was often so complicated that it required a host of technical experts and administrators to cope with it. Now that firms have got more used to the new hardware, which has itself frequently become easier to install and operate, the need for this army of camp followers has lessened.

The motor industry abroad (though not, it seems, at home) is going to be microprocessor-controlled production in a big way. In Germany, for example, Volkswagen has over 70 robots at work on the production line in one of its plants. A recent study by Sussex University's Science Policy Research Unit shows that in Britain chips could have a steadily more important effect on textiles and the garment industry, both traditionally labour intensive.

For the Government and the country as a whole, increasing automation and very rapid rates of change in technology in various forms is steadily eliminating jobs in almost all large manufacturing companies. And growing competition from newly industrialized nations with low labour costs, such as Korea, is putting even more pressure on Britain to improve its productivity.

One international giant with extensive interests in Britain, expects to shed 60 per cent of its workforce in the next 10 years. Recent months have seen gloomy predictions about long-term unemployment—figures of up to five million out of work by the year 2000 have been forecast. And there have been numerous examples abroad of how chips can wipe out an industry. In Switzerland the watch industry suffered a catastrophic collapse following the introduction of electronics-based digital watches. A fashionable adding machine has virtually disappeared with the arrival of electronic versions.

But the lesson for jobs in both these industries is not as obvious as it seems. In each case the chip is incorporated in the product rather than the production process. The drastic employment consequences for the Swiss were offset to some extent by increased jobs for the American watch makers.

No chip can function without a system, usually mechanical or electrical, which feeds in information and carries the programme. A calculator needs plastic buttons so the operator can feed in his sum; it needs a screen to show the result; it needs a case, batteries. All these have to be manufactured. They also allow the design of more sophisticated products, they may create more jobs for those making the bits that go with them.

The next step, is the inclusion of chips in normal consumer products like washing machines and coolers, where they are already replacing the mechanical control system, and cars.

Theoretically electronics could carry out many of the functions now performed mechanically inside a car, from the control of braking to the timing of ignition. The loss of jobs in some sectors of the motor industry could be partly offset by the manufacture of these new extras.

Jobs are also being added to follow in the wake of completely new—and so far unnamed—microcircuit-based products. To date these products, such as TV games have been of dubious use. But the market has been vast and unexpected. It is also conceivable that some of the most useful new jobs will be in the education sector.

It is in the automation of production that the real job displacement

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One of the new jobs

number of young people coming on to the labour market will fall steadily for at least 13 years, reflecting the declining birth rate.

Obviously both schools and industry should make sure as many school leavers as possible are capable of doing what jobs there are in the automated sector. For schools it is a matter of designing new machinery so that, where appropriate, it can be operated by the average or less able child. This is beginning to happen anyway.

At best this will affect only a minority of leavers. For the rest the Government will have to create new jobs outside the manufacturing sector, or—and this seems neither practical nor desirable—some young people may have to be written off as being permanently unemployed and paid a much higher rate of unemployment benefit.

Schools will have to do much more than prepare their pupils for a new economic role. Schools as a whole will require new attitudes and aptitudes—even simple ones like being able to use a keyboard. Of course the new technology is not going to appear in a matter of

hours. People will have time to adapt. And most of this process is likely to happen without heavy handed intervention by schools. Even so, it seems certain that unless the less able are to be excluded from the new society (a broad-and-circus and idiot-proof technology solution), obvious educational skills such as literacy and numeracy will have to be given a new priority.

Less specifically, some very elementary grasp of how things work will be important unless we are prepared to live, uncomprehendingly, in a world of magic boxes. Much of the existing research into the effects of the new technology has been undertaken by the Sussex Science Policy Research Unit. In a forthcoming book Mr Ray Curwin of the unit argues that "a whole range of How Things Work teaching, from simple examples at school level to more complex examples at undergraduate level" should be compulsory for everyone except those clearly destined for an academic career in the humanities. The obvious obstacle to such a programme is the difficulty of getting staff capable of this kind of teaching. The old style handicrafts teacher is in short enough supply, and has rarely the right kind of skills anyway. Like all educational problems, the answer seems to lie in initial and in-service training.

Familiarising children with the feel and smell of the new technology—notably the computer—is already well under way in schools throughout the country, and the falling price of the new chip-based microcomputers should make them common place in primary as well as secondary schools.

Up to now computing in schools has often been inhibited by the need to send punched cards off to a central mainframe machine. But the low price of the micro puts them on par with sports or laboratory equipment. Research Machines of Oxford, one of the micro makers, already has 40 machines in schools, 31 in further education colleges and

25 in higher education. In the Inner London Education Authority, one of the authorities to go in for computer studies in a big way, computer studies is in three parts. The children are taught a little of the history of computing—such as Babbage's "difference engine"; they discuss the potential of the equipment and its possible effects on society; and do a little programming, using the simple language BASIC.

Demystifying the computer, showing its limitations as well as its strengths, is one of the most useful functions that the school can perform. And there is no reason why it cannot start in the primary school. Mr Derrick Daines, deputy head of Carle Primary School, Sutton-in-Ashfield, for example, is one teacher who has had considerable success introducing computing in his school. Pupils also learn to accept the computer if they see it undertaking mundane tasks round the school such as timetable (though experiments so far have not been without their defects) or keeping records.

Whatever happens to the nature and structure of employment, it looks certain that we will be spending more time off the labour market in education and training and in leisure. Youth unemployment has already prompted hard thinking about the former. Long-term unemployment among older workers is bound to result in some schemes for adults to be retrained and catch up on more formal education where necessary.

Education for leisure is, however, still in its infancy. It seems an absurd idea, but some schools are already giving their leavers lessons in "unemployment"; and pre-retirement courses for old people amount to no more than education for leisure. Schooling has always been about teaching young people to lead a full life—work being only part of it. Steadily the idea of what a full life entails will be changing.

Research by Lois Rodgers



Above: children at Hancro Secondary School, Crowborough, Sussex, get to grips with microelectronics, and below right with a Pet home computer. Above right: the e-Ceefax teletext system in operation.

... and what will teachers do in the computerized classroom?

Continued from previous page

lized countries have been looking for a new generation of mass consumer products to succeed the washing machine, refrigerator, TV and similar industries which gave the world post-war economic growth. These markets are now stable—what use is a second fridge?—and closing overtime, people seem unwilling to shift from the traditional pattern of spending more and more on material goods however questionable their utility. The microcomputer is clearly the first of the new generation.

At well under £1,000 (the price of a decent holiday for a family) there are bound to be prosperous households keen to try the latest hardware. And education will be an important market. The manufacturers will be keen to show the value of the computer in presenting relatively sophisticated concepts in a way suitable for all age groups. And as more development goes into the production of programme learning materials (a new source of employment for teachers?), it will become increasingly important for parents to see the computer as just another educational expense such as a school trip or musical instrument. With education and the falling price of chip-based technology, the costs should quickly be much less.

education is teletext, the use of the TV screen to show "pages" of printed information. The two systems which use broadcast information, BBC's Ceefax and ITV's Oracle, appear to be too limited to have much direct instructional use.

By contrast, the Post Office system Prestel (formerly Videotext) which links the user's own TV set via a central mainframe computer to a telephone, looks more promising. In due course the person at home should be able to "interact" with the computer and this may allow some form of programmed learning. The system is still in its infancy, but it is linked to a network of educational television programmes. But the costs and the technology are still too unclear to indicate whether this could be educationally significant.

If we are going to be offered all these splendid chances to learn at home, what role does the teacher have? Should the schools themselves be buying all this hardware? Was the huge National Development Programme in Computer Assisted Learning, which was a computer-assisted learning programme, really 10 years too early?

certain types of study, everyone will suddenly give up their spare time to become a teacher. However, attractively packaged, a whole range of aids to home study already exist—foreign language record systems, educational broadcasts, and perhaps the most efficient of do-it-yourself learning devices, the book. But we are not as a whole a nation of home study fanatics.

What seems likely is that children from homes where they are encouraged to use the machines, presumably the same homes where books will be found, may arrive at school with a head start. The use of the machine at home may be a more significant factor in the child's learning than the machine at school. The machine at home may be a more significant factor in the child's learning than the machine at school.

At the schools, then, the real place for the machine, the new, powerful teaching machines, is in the home. The machine at school may be a more significant factor in the child's learning than the machine at home.

not believe that chips will bring about the long awaited revolution. The experience of educational broadcasting here and in America is not encouraging. Educational broadcasting is cheap but it has not brought the revolution.

With recognising the likelihood of a big increase in informal education and the willingness of schools to use the new equipment, if there was any suggestion that machines might replace teachers—be strongly opposed by the unions. The machine at school may be a more significant factor in the child's learning than the machine at home.

Computers would play an increasingly part in many subjects, particularly in the upper forms of secondary schools. But the value would be as an aid. Schools would undoubtedly buy the microcomputers, but the weakness of direct teaching by machine would remain. The machine at school may be a more significant factor in the child's learning than the machine at home.

If programmed learning is to become a reality either in the home or classroom there will be a vital need not to leave the software production to the American hardware makers. American programme learning material to date is of very dubious quality. British does seem to have some expertise in software fields, and educational publishers and academic institutions will no doubt be quick to produce their own transferable packages. Some moves are already being made in this direction. But this will depend on the extent to which the different systems available to schools are compatible. Richard Hooper fears that huge sums may be wasted by local authorities on hardware that remains in the cupboard for want of transferable software.

But if programmed learning is not strictly suitable for conventional academic education, it is a clear and obvious job to do in industrial and vocational training. Computer simulations are ideally suited to some kinds of training and the widespread use of micro in further education colleges on employer premises and in Skillshare is inevitable. The new technology also has a highly significant job to do in continuing education. The machine at school may be a more significant factor in the child's learning than the machine at home.

What, then, are the difficulties facing those who would like to use the machine at school? The machine at school may be a more significant factor in the child's learning than the machine at home.

The Bible Society announces a new concept in Bible material for schools.



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Serving out their time

Working-class underachievement is a fact of school life. Is there any way teachers can combat the indifference and hostility of so many of their pupils? Charles Hannam, Pat Smyth and Norman Stephenson examine some recent work that could help teachers towards a better understanding of working-class culture, both in and out of school

We still do not know how to educate working-class children effectively. The gap between the social classes in the degree to which they profit from education remains as wide as ever.

Resources continue to be unequally distributed, relatively few working-class children gain access to higher or further education. Inside schools themselves, inadequate standards of literacy and numeracy still give cause for concern, rebelliousness and apathy continue to plague teachers. Substantial numbers of working-class children perceive school as having little to offer them, and hold themselves aloof from the work that conscientious teachers have prepared for them, practising a deliberate remoteness often more demoralising for teachers than open hostility or truancy.

Such behaviour is not characteristic only of the so-called "less able" children. Even able working-class pupils leave school early, despite encouragement to continue in the sixth form, and are often content with easily obtained qualifications at CSE or O level. More than this, they are to be found among the most recalcitrant pupils in comprehensive schools.

All this is well known. What is in dispute are the reasons for this failure. Some would explain it in terms of innate disability, whether of intellect or personality. Other more pertinent reasons might be found in the curricula of schools which, in their search for courses relevant to needs of all, have ended up with a variety not easily distinguished from muddle. Perhaps, too, schools have allowed a concern for pastoral care to override a concern for their pupils' learning.

It is our opinion, however, that more fundamental reasons lie in the fact that the structure of our society is class-based, and power and resources inequitably shared. There are forces working against egalitarianism as much in schools as outside them. Although overtly devoted to providing equal opportunities for all, schools actually provide success for the few and failure for the many. Social class is a powerful factor in this pattern of success and failure.

Not that the present system is quite inexpressible in its working. Society in general takes a utilitarian view of schools: their function is to select and train for a working life. But there is a gap between intention and achievement. Teachers and pupils sometimes interact in unexpected and creative ways: some working-class pupils successfully evade being channelled into the labour spot deemed appropriate for them.

Ten years ago there was a buoyancy among teachers and educationists committed to improving the quality of the education of working-class children. It seemed that much could be done within the existing framework. The facts were known, the only obstacle was the will.

The picture is different now. There is an impatience with radicalism in education, a new realism. A call for a return to the inculturation of basic skills for working-class children is being heeded, by people not notable for their commitment to working-class education. Economic stringency leads to a reduction of educational provision, and in the process a narrowing of the curriculum for working-class children. Continuing youth unemployment adds to the sense of depression. It is implied that schools themselves are responsible for their pupils' inability to find employment.

Whatever the reasons, the fact of working-class underachievement in school is undeniable, and it is a reality that cannot be ignored. There is a massive

literature on learning, curriculum theory, language development, and so on, but all this is of limited usefulness. Its application comes up against the hard rock of pupil indifference.

It seems to us that the beginnings of an answer may be found in a better understanding of the nature and quality of working-class culture in and out of school. Exactly how do working-class children experience school? What meanings do they give to the eleven years of relationships, disciplines, commitments of compulsory schooling? What kind of a life do they make for themselves in and out of the classroom?

Though the questions are not new, such evidence or answers as we have remain fragmentary and often contradictory. It does seem to us, however, that some work published recently, and perhaps not yet generally known, may prove helpful.

The ethnographic work reported, for example, in such books as *Explorations in Classroom Observation* (edited by Michael Stubbs and Sarah Delamont, Wiley 1976) and *School Experience* (edited by Peter Woods and Martin Hamersley, Croom Helm 1977) begins to explore some of the complexities. We need to observe and listen to what children actually say and do inside school. It is their perception of what goes on which determines whether or what they learn.

As a working rule, we should assume that pupils' behaviour is rationally based on what they believe they know.

In the paper "Anancy goes to School" (in *School Experience*), Viv Furlong investigates how a group of working-class West Indian girls in a difficult fourth-year class perceive their teachers' and their own behaviour. They are much given to mucking about and bunking off, and this behaviour, although it is disturbing and seems arbitrary to the teachers, for the girls is a rational response to the ways they typify teachers' behaviour.

The girls had a clearly defined perspective: all teacher behaviour fitted into a grid, hard-soft, good-bad. They believed it was the teacher's responsibility to control them, and in this respect a hard teacher was "better" than a soft teacher. Equally, they believed that teachers had the responsibility to teach them effectively, and a good teacher was "better" than a bad one.

They worked with most satisfaction for a hard-soft teacher; they would work, though resentfully, for a hard-bad teacher. They would work sporadically for a good-soft teacher—but not at all for a bad-soft teacher. Limited though these categories may be, it was they which determined the girls' behaviour in the classroom. Their mucking about was not so much an avoidance of work as a pro-

test against not being taught, as they felt, effectively.

The concept of work, we feel sure, is central to the understanding of working-class children in schools. There is a good deal of confusion among all of us engaged in education about the relation of school to work in our kind of industrial society. Part of the confusion arises from the contradictions inherent in the nature of popular education from its beginning.

In the nineteenth century the first aim of schooling, after all, was social control: fear of the growing consciousness and power of the working class (as well as the desire to clear the city streets of rough children) led to the notion of schools as a means of "gentling the masses". There was also a reformist desire to save souls and develop individual potential and sensibility, a continuing concern of the school curriculum. Finally, the growing needs of an industrial society demanded that schools turned out an orderly and skilled, though not too skilled, labour force.

At the moment there is particular emphasis on this last function—we are told that schools must prepare the pupils for the specific needs of industry. This comes at a time when there are jobs for a large number of school leavers and unlikely to be for the foreseeable future. It is, in any case, hard to see exactly how those "needs" of industry are to be translated into what goes on in classrooms. Presumably it is not a matter of teaching pupils to pull a lever every second?

For teachers concerned for their working-class pupils' achievement this is a particularly fraught area of conflict. There is a kind of awful logic in the situation from society's point of view which actually taught is, perhaps, of less importance than that it should be differentiated learning—so that the selective function of schooling can be seen to be both effective and just. Even those working-class pupils who are successful and potentially eligible for higher education may have difficulty in reconciling their interest in academic work with the rewards of "real" work.

Here is a first-year, sixth-form boy, talking about himself:

"I'd like to continue with physics just for its own sake. But there is no money in it. You stay on at school. It's not that money is the important thing, it's just that I've got none. I've got a part-time job which takes up all the weekend nearly. I buy my own clothes and give my mum some money and I can't keep up with the housework and work and pay the bills at home and go out as well."

"It's all getting a bit too much... it's a bit things and it's a bit unfair as well, because they expect you to do really hard work for less money than what other people are getting. I have inquired about joining the union, but they say they can do nothing for you because you're only part-time."

"I feel as though I'm putting on a bit of a show. I said I could stay on another year if I want to. My dad wouldn't want a grant—well, you're not broke—we've got enough money, but I just don't like taking it."

A job is seen as carrying with it a certain dignity and independence—this is a viewpoint shared by all working-class children. Paul Willis in *Learning to Labour* (Sage House 1978) describes the community between the "counter-culture" of the rougher kids in school and the shop-floor culture which they expect to find when they leave. For them the demands of learning of school seem largely irrelevant. What they do learn is the attitudes and social skills which will enable them to flourish in the kinds of factory jobs available to them, and which they look forward to taking on.

Paul Willis writes of these lads' expectations of work:

"Generally, the future work situation would have to be one where people would not be 'cissies' and could handle themselves, where 'pen-pushing' is looked down on, in favour of really 'doing things'. It would have to be a situation where you could speak up for yourself and where you would not be expected to be subservient."

"A particular job would have to pay good money fairly quickly, and offer the possibility of 'fiddles' and 'perks' to support already acquired smoking and drinking habits. Work would have to be a place, most basically, where people were 'all right'..."

If this concept of work is common among working-class pupils, then some of the behaviour in the classroom which disturbs teachers becomes more meaningful—though perhaps no easier to tolerate. They are using school to learn strategies essential to their survival in the world of work.

Given that the "lads" have this view of real work, how do they perceive the "work" demanded of them in school? Can it ever be other than "pen-pushing" and "cissy", with the teachers not regarded as real workers? The disparity of perception involved here may be one source of the frustration experienced by teachers—rather than the inherent laziness or fecklessness of the working-class adolescent.

In this context of work, the girls face even worse: the *machismo* of the lads, and the expectations of society, depress their view of themselves as potential workers. For many, the question of relevance of school to work scarcely arises.

A concern with working-class pupils' perceptions of school and work leads to a consideration of working-class culture more generally. We need to know more about the values and structures of our pupils' lives here and now, the network of relationships and attitudes to authority, of responsibilities and strategies of coping, of use of time and leisure. Pupils come to school experienced in a particular way of living, with attitudes, expectations and competencies learnt from parents and peers.

Stuart Hall and his colleagues at the Birmingham University Centre for Contemporary Cultural Studies have shown how mythical is the concept of a classless youth culture in Britain. Working-class children learn subcultures which are powerfully located in their own local environment: home, street, neighbourhood, football ground, disco, open spaces.

Here they both act out patterns of living learnt from parents and older brothers and sisters, and also come up against representatives of the society that controls them, whether the "hard" coercive ones like the police, or the "softer" variants, youth leaders and social workers. Seemingly aimless behaviour, like hanging about on street corners or violent horseplay, may represent important learning of techniques necessary for survival, for social acceptance and the approval of their peers.

Many working-class children arrive in their secondary schools with considerable social experience, and a lively awareness of an identity to be affirmed and preserved. Their apparent incompetence in managing the demands of social life as defined by the school may mislead us into underestimating their achievements elsewhere. If we can acknowledge those achievements, we may be more disposed to encourage their further development.

In *Kruppie Sandwich* (Penguin 1978), David Robins and Philip Cohen describe with considerable insight the rise and fall of a youth disco installed in a derelict pub on a working-class housing estate. From the beginning local young people were encouraged to join with the youth workers, to decide what sort of club they wanted, and to take responsibility for negotiating their demands with the local adult community. The book is a moving account of how difficult and finally impossible this proved to be.

The working-class club members were undoubtedly proud about their aims: to have a place where they were not always treated as "lads". The club was a challenge to authority, and the local tenants' association, who were both of the youth workers and the club members. The study is important because it examines and interprets

behaviour totally unacceptable to all us respectable citizens and teachers, and shows how it is deeply located in the cultural life of these particular working-class adolescents.

The authors show, for example, how important it is in the street culture to "make things happen", whether it is smashing milk bottles or squaring up to rival supporters on the football terraces. Such incidents are not meaningless violence, nor valued simply for themselves, but provide material for the stories which are made and then recounted to their mates. They contribute to the "history" of the individual and the group, the individual in the group, incorporating the values and attitudes necessary to their sense of themselves as effective and powerful possessors of their culture.

These narratives take very specific forms, and are part of an oral tradition; when the stories offered by the mass media are similarly structured they are taken up into the boys' own mythology—and not otherwise. Here two boys are talking about what they know about mods and rockers (before their time). One of them says:

"It's like that film we see the other night, didn't we. There was three greasers and they was trying to get this other kid to have it off with this bird... Anyway this kid doesn't know what to do, so they start mucking him about, hitting him over the head, you see all the blood coming out, and they're pulling out chains and all sorts, and in the end they was flaked out all over the floor with half a leg missing here and there, and that."

"It was really tasty, but I don't think it's like that, 'cos me brother had a mate who was a greaser and he had a bike, you know, a big BMW, and he went on runs, the lot, but he never said anything about anything like that..."

Although Terry and his friend knew how to "handle themselves", and had occasionally been in trouble with the law, they did not see themselves, and

were not seen by others, as deviant in any way. What they were doing here was drawing on the resources of the mass media to supplement their own imaginative power in telling the story of their lives. Terry clearly knows the difference between fantasy and reality in his account, but the particular form his story takes is firmly rooted in his reality.

Violence is an ever-present part of these boys' lives, though they do not accept it as inevitable or necessarily effective. The two boys, for instance, admired the affluence of some of the criminal adults of their community, but they thought the risk they took of being badly beaten up by other mobsters was "stupid".

Such working-class lads are interpreting their world and making discriminations within it. Theirs is not a passive acceptance of all that is offered by their culture or through the mass media. It is on this kind of critical insight that teachers can surely build.

However, a culture (in the sense in which we are using the term here), as well as being a way of interpreting and acting out a view of the world, has its own limitations. Paul Willis in *Profane Culture* (Routledge 1978) examines two youth cultures, the hippies and the bikeboys, and shows how as minority groups in opposition to the majority culture of society at large, they created ways of life cohesive and satisfying for their needs.

The bikeboys, for instance, built around the motorbike and rock music a web of relationships and rituals which gave meaning and colour to their world. But in some ways their view of the world also trapped them into a limited understanding of themselves and others. Their attitudes to girls and women were contemptuous and explorative, and their racism obscene. There was a kind of nihilism in their attitudes which left them open to exploitation by political extremists.

Lack of understanding of their own condition led them to a defeated acceptance of poor jobs and prospects.

The bikeboys and the "lads" represent two segments of working-class youth (among the most visible, and so attractive to sociologists); we need to know a great deal more about the whole range of working-class youth cultures. To the extent that they are rooted in localities, associated with particular kinds of work and housing, there are likely to be differences in attitudes and strategies for survival which will affect their approach and response to schooling. An understanding of these particularities is an essential part of the teacher's resources.

The work we have described here contributes substantially to this understanding (at any rate of minorities), but it is by no means clear how understanding is to be translated into practice in schools. There is a danger that the more delinquent aspects of these youth cultures will be seized on as further evidence of the impossibility of educating some working-class children. But it is the creative energy and the urge to give meaning to experience which should impress us.

A sympathetic understanding of the quality of the cultures which these children make for themselves in and out of school may lessen the fear or anger which we can experience in the face of hostile or incomprehensible behaviour. However, the oppositional nature of these cultures is an integral part of them—they are a response to the way society is, and will persist as long as inequalities persist. The responsibility schools have is to give space for their expression while at the same time carrying out their statutory obligation to educate.

This is appallingly difficult: but we have to resist any tendency to turn our more recalcitrant working-class pupils into "folk devils", with the consequent fantasy that if only they could be expelled from our schools all would be well. The whole principle of comprehensive schooling is under attack at the moment—and in part the attack is simply a continuation of the equivocal attitude our society has always had towards the education of working-class people.

Some urge that the pupils who offend should be expelled or otherwise segregated—even now voices are raised in favour of the reinstatement of secondary modern schools for "non-academic" working-class children. A more insidious response to the difficulties is that kind of collusion between teachers and pupils which turns classrooms into glorified youth clubs, with little or no commitment to school learning. Here the lads and their girlfriends simply serve out their time, until the law allows them to join adult society (and the drole queue).

But for every kind of reason, we cannot afford not to educate all our working-class children. We have to reassert that schools, comprehensive schools, are for teaching and learning. There has to be an affirmation of the real basis.

First, we must cultivate a respect for working-class children built on an understanding of the particularities of their culture, and of the strategies for survival they evolve to meet circumstances as they perceive them to be. Second, we have to educate them to understand their own condition, so that without denying the validity of that culture they can go beyond its limitations. Can teachers devise some kind of specific political education which, while avoiding partiality or over-abstraction, deals with realities not myths? This seems essential.

Third, the matter of linking school work with "real" work has to be tackled—imaginary projects, individualized worksheets, the "rewards" of examination success are not enough. Perhaps we should look again at the achievements of A. S. Makarenko in Russia—Is there no way in which our schools could produce real goods or services as a means to the realistic education of their pupils?

We are aware of the complexity of the issues we have raised here; that we have raised more questions than answers. Certainly no millennium is at hand. As Paul Willis reminds us: "we must not be too simplistic, nor goad ourselves into being builders of better realities than reality can manage."

Charles Hannam, Pat Smyth and Norman Stephenson teach in the school of education, University of Bristol.



Girls fare even worse: the 'machismo' of the lads, and the expectations of society, depress their views of themselves as potential workers. For many, the question of the relevance of school to work scarcely arises.



"We have to resist any tendency to turn our more recalcitrant working-class pupils into 'folk devils', with the consequent fantasy that, if only they could be expelled from our schools, all would be well."

24 Books/Literature

Purple passages

Frances Hill on D. H. Lawrence and Patrick White

Lawrence and Women. Edited by Ann Smith. Vision Press £6.40.
D. H. Lawrence: Critical studies on the major novels and other writings. Edited by A. H. Gomme. The Harvester Press £10.50.
Patrick White's Fiction. By William Walsh. Allen and Unwin £7.50 and £3.50.

Would D. H. Lawrence have been a greater writer had he not been emotionally scarred by his relationship with his mother? Lawrence suffered neurotic agonies in his relations with women—and men, too, to a certain extent—all his life. It seems highly likely that his passionate closeness to his mother, lasting till her death, was the root cause of these tortures. They led to his bitter, obsessive treatment of love, sex and male-female relations, in which he generalized from his own fears to eccentric beliefs about the human condition. It could be argued that they clouded a vision which would otherwise have been as brilliantly penetrating as that of any writer who has lived.

The precise nature of Lawrence's agonized feelings about women—both in general and particular—is the subject of *Lawrence and Women*, an uneven collection of essays. Lawrence remained a child all his life, seeking a second mother. Anne Smith convincingly argues that Lawrence was interested only in men and as a result his female characters—including Mrs Morel in *Sons and Lovers*—are all stereotypes. Faith Pullin, on the other hand, most convincingly claims:

In one of the more interesting essays Lydia Blanchard examines Lawrence's treatment of mothers and daughters—a less worked-over topic than most. In the least gripping study, Kate Millett versus Norman Mailer debates on whether Lawrence was a "male chauvinist".

Gomme's study, *D. H. Lawrence*, is also of uneven quality, though it achieves a higher overall standard. One does not suspect, as with *Lawrence and Women*, that several of the pieces were included chiefly to make a book-length collection. Ian Robinson provides an interesting analysis of Lawrence's style, pointing out that its repetitiveness is one of its essential features, work-

ing to express the impulses and "movements of feeling" of the characters. His argument becomes far less convincing when he compares Lawrence's style with Bertrand Russell's and claims that Russell was capable only of expressing abstract thought or producing emotional "purple passages". This is unfair. The treatment of the quarrel between Lawrence and Russell is also unjust. Russell had good reason for coming to hate and despise Lawrence's creed of "blood consciousness". His understanding of the dangers inherent in such a philosophy of "irrationality" proved the breadth of his imagination—combined with the strength of his intelligence—rather than its narrowness.

A. H. Gomme's perceptive and meticulous analysis of the precise ways in which Lawrence stacks the cards against Miriam in *Sons and Lovers*, in defiance of the "truth" about the character which shows through despite the author's intentions, constitutes the most interesting essay in either of these two collections.

Frequently Lawrence merges Paul's or Mrs Morel's critical view of Miriam with what passes for "neutral description" by the narrator. Even Miriam's own thoughts, presented as such, are tinged by Paul's view of her character. Lawrence continually twists the "facts" not of his own and Jessie Chambers's lives—but of Paul's and Miriam's feelings and personalities as they reveal themselves in dialogue and action.

Patrick White's *Fiction* provides a useful and illuminating introduction to the novelist's oeuvre, from the immature *Happy Valley* to the recently published *A Fringe of Leaves*. William Walsh is a sensitive analyst of White's themes and techniques and the nature of his greatness as a writer. Because of the novel's almost Proustian subtlety it can sometimes be forgotten that he creates (as indeed Proust does), a vast range of sharply delineated, living, breathing characters, always credible however minor. And, as Walsh points out, the range of his sympathies is extraordinary: as responsive to the mercantile society of nineteenth-century Sydney as to the seamy horrors of contemporary suburbia...

Marvellous

John Russell Taylor

Andrew Marvell: The Critical Heritage. Edited by Elizabeth Story Donnan. Routledge and Kegan Paul £8.95. 7100 8791 8.

Since this is the three-hundredth anniversary of Marvell's death, we must expect a little new edition to mark the fact. This new addition to The Critical Heritage series does not acknowledge the occasion, though presumably it is not entirely new. Not, of course, that there is any need to defend Marvell's inclusion in the series, though had an equivalent series existed 100 years ago many would probably have thought there was.

Marvell's literary fortunes have been very capricious, and it is only comparatively recently that we have settled to thinking that it is his poems after all which most entitle him to lasting fame and attention. His own contemporaries thought of him primarily as a prose satirist, or certainly enjoyed him most that way. For later generations he was almost forgotten except as a political figure, by virtue of his many years as MP for Hull. It is not until William Lisle Bowles in 1806 that we get the first signs of appreciation for the poetry, and the major revolution does not come until the threshold of the twentieth century.

All of these stages are indicated in Professor Donnan's comprehensive selection of critical documents. Since the purpose of the series is to present a historical (within the limits of taste, that is) it does not come up further than 1923, and T. S. Eliot's review of the Newnes edition. Its scope is therefore slightly different from that of its principal rival, the volume on Marvell edited by John Carey for the Penguin Critical Anthologies. The first 60 pages of that take us up to exactly the same point (indeed, just about everything in those first 60 pages is duplicated in this new volume); but they are just a prelude to a selection of more substantial modern critical essays. The two books therefore serve a more or less complementary function, and this new volume will be of great use to anyone who wishes to go deeper into the evolution of Marvell's critical reputation than the Penguin allows him to do.

For him the bell tolls

Ernest Hemingway and his World. By Anthony Burgess. Thames and Hudson £4.50. 500 13062 0.

In this short and over-illustrated study, Anthony Burgess concentrates as much on the author as on his works—quite properly too, for both were creations. Hemingway, or rather, an idealized version of him as played by, perhaps, Gable, Bogart and Welles in turn, is the central figure in all the books and stories.

There is no disguising the fact that Hemingway was a handsome, boisterous, bullying, braggart, self-deceptive and self-destructive, over-indulged most of his life, not least by his four long-suffering wives and a series of beautiful surrogate daughters. His fictional heroes have been created by any means into the ideal of death with masculine grace. To only one of his female characters, Pilar in *For Whom the Bell Tolls*, does Hemingway grant the same kind of dignified acceptance. To convey his view of life Hemingway invented a style; everything becomes externalized, there is no interior without decoration, all is sparse, direct, there are no hints or author's asides to tell the reader what he is expected to think and feel. It works very well and looks simple enough, but only because Hemingway has introduced it. It is capable of carrying a wide range of introspective undertones.

The Sun Also Rises (British title *Fiesta*) was published in 1926 when the author was only 27. On the face of it the book is about the raffish and alcoholic behaviour of an easily identified group of expatriates in Paris and Pamplona; the important

reporter, Jake, clearly represents Hemingway himself.

This is not the only work which reminds us that "Papa" was not only "half in love with his essential Death" but obsessed by its symbolic counterpart, *impotence* (*cajones* is a very Hemingway word). Burgess, in a remarkably compressed and perceptive paragraph, identifies the book's interwoven themes, the celebration of virility and bodily life, the bitterness of a frustrated love, the regenerative cleansing of ritual, sacrifice and blood. He compares *Fiesta's* inner significance and public influence with those of *The Waste Land* and enables us to accept the comparison.

Hemingway and his World is necessarily sketchy and impressionistic and Anthony Burgess's judicious selection of material, by any means into the ideal of death with masculine grace. To only one of his female characters, Pilar in *For Whom the Bell Tolls*, does Hemingway grant the same kind of dignified acceptance. To convey his view of life Hemingway invented a style; everything becomes externalized, there is no interior without decoration, all is sparse, direct, there are no hints or author's asides to tell the reader what he is expected to think and feel. It works very well and looks simple enough, but only because Hemingway has introduced it. It is capable of carrying a wide range of introspective undertones.

But one of his most downy statements is undeniably true. In 1926 Hemingway extracted a sense of life and medicine from the old man and the sea, Santiago, the old Cuban fisherman, is Hemingway's final, true and unflinching hero. The book restored the author's popularity, sold five million copies in 14 days, and a Pulitzer prize. It is also, as Burgess says, a masterpiece. Anyone unfamiliar with Hemingway's work could do worse than begin with it.

Jack Drake

25 Books/Psychology

Children's literature

Mony hiddous rumbill

Neil Philip on fairy lore

The Vanishing People.

By Katharine M. Briggs. Bantam £5.95. 7134 1240 2.
Green Fairy Book. Edited by Andrew Lang. Edited by Brian Alderson. Kassel £4.50. 7226 5279 8.

The British Isles are particularly rich in fairy traditions and stories, and a large number of these are related and placed in context in *The Vanishing People*, an authoritative and stimulating guide to the customs, local peculiarities and outstanding characters of the British Isles, with occasional reference to other European traditions. Many writers on folklore clip and deform their material to fit their theories, just as Cinderella's sisters in many versions of the story pinch and cut their feet to fit her slippers; but Dr Briggs, one of our foremost folklore scholars, is always careful to avoid this trap. Ambiguity and contradiction are necessary and welcome attributes of a living tradition.

Because *The Vanishing People* is a collection of essays on different aspects of fairy lore, there is some inevitable duplication of illustrative material. All of it, however, is of the highest quality, and grips the imagination. In even the shortest extracts, few will easily forget the Fairy Rade which passed by Bessie Dunlop in the sixteenth century "with mony hiddous rumbill", or the chilling cry of the malevolent mermaid, cheated of her prey, the Laird of Lorn, by the quick-wittedness of his servant:

Lorrie, Lorrie,
Woe it na your man,
I had gart your heart's bluid
Skirl in my paut.

Those who wish to pursue the British fairy tradition will find all

they need in the bibliography and chapter notes.

Andrew Lang was a folklorist of similar stature to Katharine Briggs, and the authority of his name, combined with a happy choice of title, made the *Blue Fairy Book* of 1889 an instant success, the first of its kind for many years. It was followed by 24 further volumes with tempting multi-coloured titles, of which 12 were Fairy Books. Brian Alderson is at present re-editing the Fairy Books—and to rather more stringent standards than Lang's own.

The *Green Fairy Book* was the third of the series, and while it is perhaps not the most interesting of the collections it contains a number of well-known stories ("The Three Little Pigs", "The Three Bears", "Jack and the Beanstalk") and an equal number of little-known tales which deserve a wider circulation. Alderson's *Green Fairy Book* is primarily a reading edition, but it has been extensively revised and rearranged in accordance with the editorial method established for the new editions of the *Blue* and the *Red*. Full notes on all changes are included at the end.

Lang's attitude to the Fairy Books was a curious one: he lent his name to the enterprise, and supervised the contents of each collection, but much of the actual work devolved on his wife and numerous genteel lady assistants. In his introduction Lang often sounded almost dismissive of the whole project. However, it cannot be doubted that the fundamental selection of the books was Lang's idea, nor that it was his taste for the ornate stories of the *Cabinet des Fées* and the burlesque tradition which developed from it which determined the inclusion of the literary confessions of Madame d'Aulnoy and the

Comte de Caylus alongside genuine folk tales.

Lang's editing of the *Green Fairy Book* was so slapdash that he attributed four tales from other sources to the Grimms, and the ironic "From the Chinese" at the end of the weak "Hok Lee", which Alderson omits, may be assumed to cover a multitude of sins. Alderson also omits three tales by the Comte de Caylus, although he leaves four to retain the balance of Lang's collection. Sometimes Lang's debased texts are important to our modern appreciation of the tale, and Alderson recognizes this by printing Lang's "Three Little Pigs" as an appendix while using Halliwell's in the text.

Most of the stories have been emended in the cause of authenticity by comparison with Lang's sources, and there are new translations, by Alderson, of "The Clever Little Tailor" and "The Fisherman and his Wife". The latter, which was merely comic in Lang's version, is now side-splittingly funny in Alderson. Translated from the Pomeranian Low German of the original into North-country dialect, the story is a forceful reminder of the oral nature of much of the book's contents; it cries out to be read aloud. The fisherman and his wife are at last domiciled in the traditional pissoir, rather than the usual polite "ditch" or "pigsty" (Lang had "a little hut"), and the wife is allowed her final blasphemous wish to be like "the good Lord himself".

Anthony Maitland's new illustrations miss the dark mystery of Henry Justice Ford's pre-Raphaelite originals, but have a wit and delicacy which alter our reaction to the tales as subtly and effectively as do the sensitive and intelligent editorial changes.

Paperbacks

To thine own self be true

Veronica Finch

Psychotherapy and Existentialism. By Viktor E. Frankl. Penguin 95p.
The Crisis of Psychoanalysis. By Erich Fromm. Penguin 85p.
Psychology and Medicine. By S. J. Rachman and C. Phillips. Penguin 90p.
Human Beliefs. By Liam Hudson. Paladin £2.50.

Penguin's recent reprint, *Psychotherapy and Existentialism*, and the *Crisis of Psychoanalysis* have a freshness and buoyancy that the years have not wearied. First published in 1967 Frankl's selected papers on logotherapy recount many case reports where the treatment, often of only six weeks' duration, had been successful, the patient remaining symptom-free at the time of writing the book. At this later date it would have made interesting reading to have heard about the present state of these "cured" patients, had they been followed up. However, this book is a tonic and inspiring, and should appeal to counsellors, those on the brink of a new career, and in fact anyone coming to a new understanding of the personal commitment.

Erich Fromm's collection of essays is both informative and readable. It is Frankl's failure to give in terms of individual cases for which a logotherapy cure has succeeded, which earlier diagnosis

reported a poor prognosis and treatment had been ineffectual. Fromm in no way evades the issue. The first long chapter (from which the book takes its title) investigates the historical background and the future of psychoanalytical theory as it appeared to the author in 1970. He argues that for psychoanalysis to be a vital contributing force to a critical, challenging approach is needed which can understand the unconscious aspects of the predominant symptoms and the pathogenic conditions in a given family and society which produce them. Eight years on, the symptoms he recommends for attention are still apposite. They are alienation, anxiety, loneliness, fear of feeling deeply, lack of activeness and lack of joy. While psychoanalytical theories produce a rich source of argument, discussion and dissidence, whatever the bias, a psychiatrist achieves his or her status by way of a medical degree. The province of medicine has widened to encompass huge areas of human behaviour, and the medical profession a total monopoly over mental and physical behaviour is clearly questionable.

The authors of both *Psychology and Medicine* and *Human Beliefs* explore the long-standing devotion of fellow psychologists to the pampered laboratory rat. Rachman and Phillips favour psychology as describing the behavioural, subjective and psychophysiological components of human experience both in health and in illness. They develop the argument that many of the personal difficulties currently regarded as signs of illness are in fact better seen as problems of behaviour. This raises questions of where and by whom help should be given.

There is a shift of emphasis from "waiting to be cured" to retaining a feeling of responsibility for actively developing satisfactory alternatives. Chapters on pain, headaches and sleep disorders suggest valuable areas for psychological research, not only for the intrinsic value of possible outcomes, but because of the rigours that need applying to such investigations. Similarly, applied psychology is urged to consider other topics, for instance the role of doctors in preventing dependence on sleeping tablets, greater understanding about transmitting bad news, pill-taking and blood-back as a clinical procedure.

Hudson's account of a distressing testing situation while working briefly in a mental hospital, hopefully not the last word on a clinical psychologist's lot. The health service offers a growth area to psychology. For those at the other end of their careers and for the lay reader, Hudson offers *Human Beliefs*, a human individuality and the interplay of thoughts and deeds are explored. Science, art, music, literature and philosophy all have a place. This is a thought-provoking, provocative book: in its own words it is as interdisciplinary as the huge and rambling empire of psychology.

Among this week's contributors:

Veronica Finch works at the City of London School of Speech and Drama. Philip Hinch teaches at Worcester College of Education. Andrew Laski is director of the

The Hutchinson History of the World and is tutor in modern history at Merton College, Oxford. John Russell Taylor's most recent book is *Hitch*.

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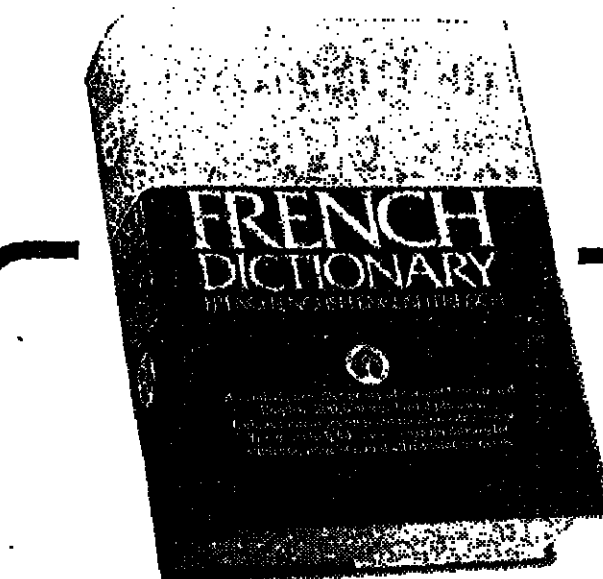
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26 Books/Science/Horses

Out of bits and pieces

Philip Hytch on primary science

The World of Robots. By Jonathan Rutland. Kingfisher Explorer Book. Ward Lock £1.65. Sciencewise 5 (Pupils' book). By Sheila Parker and Alan Ward. Nelson £1.40. Science Today. By David Roberts. Collins £1.50. Piccolo Picture Bafflers: The Scientific World. By Neil Ardley. Pan 70p.

In this mixed bag of books on science, there is an interesting relationship between text and illustration. All four examples make lavish use of illustrations, but in only one case do they form a wholly acceptable blend with the accompanying text. There is a total absence of photographs, and yet there are instances where drawings, however good, are just not able to convey the right degree of authenticity.

A good example of this occurs in *The World of Robots*; a book which somehow falls short of what might have been achieved, partly through the choice of illustration. These are excellent drawings of their type, but this topic cries out for photographs. The text blends in quite well with the illustrations—there are some exceptions—but one is left with a feeling of disappointment. Where is the romance of the robot? Where is the challenge, the threat even? There is an overall blandness which is less than the topic deserves.

Sciencewise, the fifth in the series from Nelson, logically and properly follows the successful format of the first four. This series aims

to get children behaving as scientists by inviting their participation as careful observers, as searchers for information, and as experimenters. Many different tasks are suggested but all could conceivably be carried out either in the kitchen or in a normal primary school, given the willingness on the part of teacher and children to get together the bits and pieces—screwdriver, glass paper, matchbox, marbles, squeeze bottles, magnifying glass, glue and suchlike. Here the illustrations are entirely suitable for their purpose and manage subtly to convey the message that, though science is a serious activity, it provides many opportunities for fun. *Sciencewise* has a genuine and engaging directness which never becomes cosy, and which offers a worthwhile scientific experience to primary school children.

It is difficult to be certain what the aims of *Science Today* are, or what its supposed audience is. On first sight one has the feeling that it has been written before. Luridly coloured illustrations abound of the sort frequently found in children's encyclopaedias. They are also oversimplified, so that one feels one is never being shown the real thing.

A far more serious criticism, however, concerns the relationship between text and illustration which is sometimes absurd. For example, on page 39 the text seeks to describe and explain the phenomenon of electrical energy. In doing so it employs language which is at a high level of sophistication, such as "each proton in the atomic nucleus carries a positive charge which exactly equals the negative charge carried by each orbital electron". This might be quite accept-

able for bright 14 or 15-year-old pupils, but what of the accompanying illustrations? We are presented with sketches suitable for children at the lower end of the primary school. And the sketches themselves are only slightly better than a (purple) night sky, the other of some sodium street lamps, and nothing to the text so far as one can see.

There is no suggestion that the information in this book is itself inaccurate; and there is (hooray!) an index. But the format is misleading. It seems to be appealing to two quite distinct audiences, and my guess is that neither will be happy with the result.

Piccolo Picture Bafflers is, as its title suggests, a quiz book ("over 250 Bafflers inside") with the answers clearly laid out at the back. Although it will be attractive to many people who enjoy being tested or being able to ask others questions, it should not be confused with science textbooks.

There are some inaccuracies, too. In the section on Sound and Music, none of the answers given is entirely correct: the piccolo does play low notes (for a piccolo), and the tuba does play high notes (for a tuba). Similarly, timpani can be soft and the Spandrel can be loud and symbols can make a variety of sounds (ask any percussionist). The illustrations give an instant appeal, suggesting that it is all going to be fun; and this is on the whole the case, though there are instances where clearer sketches would be more appropriate, particularly when the reader is exhorted to look for clues in the picture. However, the book does provide a source of light-hearted entertainment based on scientific knowledge, which the family may well enjoy as an after-dinner party game.

Horse sense

Gillian Baxter

There must be few facets of horsemanship not yet covered, but there is one book which does find a corner that others have missed. *Driving* by William Kenward is a clear, interesting guide to an increasingly popular sport. It gives advice on finding a horse and choosing a vehicle, on the basics of driving studies, pairs, and teams, and on the preparation for shows and the art of driving in them. The index of major events is useful and the many photographs and diagrams are excellent. (It is published by Ward Lock at £2.95 and £1.75.)

In *Showing and Ringing* Explains, edited by Anne Alcock (Ward Lock £2.95 and £1.75), we are back on familiar ground, although it still provides a useful guide to showing in the full, varied range of English show classes and gives sound advice on turn-out and procedure.

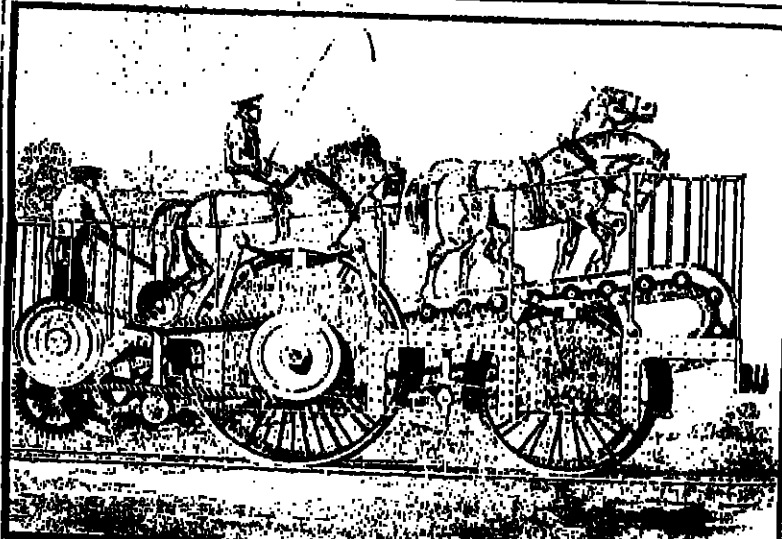
Of three recent semi-picture books the best and most attractive is *Horses and Ponies*, by Robert Owen (Hamlyn £2.25). It sets out to cover, briefly, the main breeds, their care and purchase, and learning to ride. It describes the various equine sports and ends with a brief glossary of technical terms. The photographs and illustrations are good and plentiful and the book seems aimed at the child of about nine to twelve with little previous knowledge of horses.

The second picture book, *Let's Look at Horses and Ponies*, by Jennifer Justice (Ward Lock £1.95), is aimed at younger readers. The

text covers much the same ground as the previous book, but very simply, and it is illustrated with drawings in a simple, story book style.

Your First Book of Riding by Pierre Chanby (Angus and Robertson £2.95) is more technical and is concerned solely with learning to ride. There are plenty of photographs and diagrams, and sections on stable management, schooling and competitive riding. The book was originally published in France, and has been adapted in an attempt to make it of international appeal. This does lead to a few irritating comments, such as the statement that British native ponies are likely to need kicking to get them moving. This is bad advice, and surely there are as many cold-blooded horse slugs as there are hot-blooded ones in the plethora of instructional books on the market. This one, however, hardly seems to have been necessary.

The Observer's Book of Horses and Ponies and The Observer's Book of Show Jumping and Eventing have recently reappeared at £1.25 each. The first is very useful, covering nearly 130 breeds and varieties in a brief, concise style, with good, clear pictures. The second is more recent (this is only the second edition) but it seems certain to become a standard handbook, covering as it does the history of the sports, their administration, personalities, both human and equine, and the records of international events. There is one mistake: the horse given to Eddie Macken for his service to Irish Show Jumping was surely Roanmore, not Kerrygold, as stated here.



This locomotive "Impulsoria", invented in Italy in 1850 and demonstrated on the London and South Western Railway, Kenneth Major's book *Animal-Powered Engines* (Dafnis £5.95) describes many unusual engines powered by men and animals. He provides archaeological and technical information and a world-wide guide to sites where examples can be found.

Programming knowledge

Audrey Laski on computers

The Computer Age. By Martin Campbell-Kelly. Ward Lock £4.50. 85340 485 2.

Visually, this book is admirable: the choice of illustration is imaginative and the standard of reproduction high; there is a riveting image of a silicon chip passing through the eye of a needle. Unfortunately, the text does not match the standard of the pictures. It is a pity, because of the many fine line drawings, which in at least one place, reading "magnified" has been allowed to substitute for "magnified", making nonsense of the text.

But a much more serious flaw lies in the author's approach. In a book on the history of the development of the computer, he

gives the name of an object or concept unlikely to be familiar to young readers; without further explanation; that some of these terms are explained in a glossary at the end is not an adequate substitute for the creation of understanding on the spot. Often, he seems to leave out the one crucial statement which would connect two others which he badly next to each other. He is apparently uninterested in the history of modern development in programming languages and of the nature of membership are particularly weak in this respect.

Any reader of this book will come away with a collection of agreeable anecdotes about some of the great men of this field, some idea of the speed and scale of its development, and a clutch of exciting images. He might have

Cat's whiskers

Yet another book on cats—not that I am complaining as every new publication seems to have something new to offer. Usually this amounts to an expanding pack of kitten's eyes, or a book from a glossy pages but Jane Rockwell's *Cats* and

Kittens (Franklin Watts £2.25) has some useful text as well. She is especially helpful on how to choose a kitten and feeding and training. Although she is a little over-optimistic on the effectiveness of a firm "no".

—Diane Spencer

27 Polytechnics

Serving the whole community

By David Bethel, Chairman of the Committee of Directors of Polytechnics

In the 12 years after publication of the 1966 White Paper which led to the designation of the 30 polytechnics from 1969 as "a strong and distinctive sector of higher education which is (to be) complementary to the universities", they have more than fulfilled government intentions and now provide higher education in a great variety of forms to well over 250,000 students.

The courses they follow may be at four levels—postgraduate, first degree, professional qualification, or sub-degree—involving one of various modes of attendance. There are now 120,000 students following full-time and sandwich courses with two-thirds of them on degree courses. Enrolments have been at a higher growth rate in the polytechnics than in any other group of institutions.

The strength of the polytechnics rests in the comprehensive provision of courses which meet the identifiable needs of both the individual and potential employers. We are encouraged that an increasing percentage of those electing to enter HE are choosing the polytechnics.

The distinctiveness of polytechnics is found in their unique combination of a range of features, some of which are inevitably found in other kinds of institutions. Distinctiveness is not exclusiveness; there is an inevitable and proper overlap with both the universities and other colleges.

The range of features includes the concentration on advanced education in a wide range of disciplines at all four levels by full-time, sandwich and part-time study. This work is reinforced by a considerable short-course and post-experience, provision and by a wide range of research, consultancy and advisory activity.

Distinctiveness is also to be found in the range of subjects taught; some polytechnic degree courses offer subjects which are not provided in the universities and there are also distinctive inter-disciplinary and modular degree structures. Apart from the often

close connexion with industrial, commercial and social needs, there is close attention to curriculum development and a particular emphasis on teaching with attendant pastoral care and follow-up.

Curricula derive from a conscious attempt to balance the needs of students with the perceived needs of relevant employment when ever this is appropriate. Whereas the universities tend to place greater emphasis on research, with the undergraduate teaching following naturally from this activity, polytechnic courses tend to be characterized by the assumption that, for very substantial numbers of students motivation is less by a discipline-orientated study of particular issues, and more by the educational technology centres support these aims by providing the technical means to present ideas and information in more effective ways, effective in both educational and economic terms.



David Bethel, Chairman of the Committee of Directors of Polytechnics.

The internal organization of the polytechnics (which differs markedly from that of the universities) facilitates the development of strategies to keep under review teaching and learning methods. A typical polytechnic has a staff of

method groups and an educational technology centre geared to development programme, teaching and giving a better understanding of the learning process.

The staff development programmes have three objectives: to provide opportunities to develop effective teaching and learning methods for the range of students; to keep staff in contact with changing demands of employment; and to ensure that course curricula are up-dated by research, development, consultancy and other activities.

The teaching method groups allow comparison of the results of different approaches to teaching and the identification of the need of particular students. The educational technology centres support these aims by providing the technical means to present ideas and information in more effective ways, effective in both educational and economic terms.

Effective teaching cannot be sustained without substantial research. Much nonsense has been written about the so-called "academic drift" of the polytechnics, but the maintenance of appropriate standards at all levels of education and finding the means of developing the talent and abilities of the individual must take precedence over preconceived ideal models of institutions.

The ethos of the polytechnic tends to encourage a widening of the approaches to the nature of discovery, applied research, the "making and doing" tradition, the influence of the visual and creative arts combine to flavour the range and definition of research in the polytechnics.

Research (often applied research), development (or "action research") and consultancy link the polytechnics into industry and other employment. Characteristically, the industrial liaison officer or a similar figure coordinates those links which include arrangements for sandwich course placements, shorter-term student placements in

term or vacation (which give the student a flavour of the opportunities awaiting him on graduation), secondments of staff to industry for an enhancement of experience, and the identifying of industrial problems requiring research, investigation, testing and manpower retraining. Retraining may be not by courses at either the polytechnic or at the place of work and can range from a one-day seminar to a postgraduate registration.

The long-established tradition in the polytechnics of providing part-time routes to advanced education remains an important part of the total provision. Non-advanced work has been transferred to the further education colleges as envisaged in the 1966 White Paper. Together with short-course enrolments, the 80,000 regular part-time students continue to link the polytechnics with their local and regional communities, particularly with industry and commerce. The courses are normally "vocational", their successful completion enhances the career prospects and effectiveness of the student. Non-vocational work is more often the responsibility of the university extension department or the adult education service, although there is some overlap.

To maintain this important part-time education it is essential for the polytechnic to maintain close links with both secondary schools and the further education colleges. Not all school-leavers benefit by immediate entry to full-time further or higher education. Unhappily, far too many of those who could so benefit never set foot inside an educational institution again. Close liaison with the secondary school teachers allows us to adjust our part-time courses in particular to match developments in school curricula and modes of teaching.

Our service is to the community. The polytechnics have international links—direct academic and student exchanges with universities and research institutes overseas, contracts to educate and train overseas students, field courses abroad, etc. These activities are important to the maintenance and development of standards and a valuable contribution to the discharge of our local and national responsibilities.

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The role of the CNAA in teacher training

By Robert N. Smith

The substance of the Government's plan for the reorganization of teacher training in England and Wales is now widely known, if not accepted. A number of institutions recruited their last intakes in 1977, others are adjusting to the problems which attend a reduced entry, brought about by the amalgamation of several institutions into enlarged polytechnics or colleges of higher education.

The gradual demise of the certificate student and the intention to create an all-graduate profession based on a two-level entry by training which has been given further momentum by the radical rationalization of the system as a whole.

This rationalization has brought new colleges and education departments into the CNAA system and has also meant that consideration has had to be given to the restructuring of existing BEd courses for future re-submission. It is not possible here to describe in detail the variety of strategies adopted by polytechnics since each is in some sense unique. The following serves as an illustration, however.

Logically, the number of main level studies that can be supported by education has been reduced to be reviewed. The possibility of integrating teacher education with other courses has proved to be fruitful, as institutions capitalize upon the opportunities that the resources of a polytechnic can provide. For some, this integration has meant that main study tutors have found themselves being allocated and teaching outside the immediate environs of the education faculty or department and, conversely, educational facilities have found themselves utilizing other polytechnic staff on BEd programmes.

Such strategies have not been restricted to staff. New proposals for BEd courses with subject content taught in common with students built on DipHE programmes have been proposed and validated. In consequence students have been given the opportunity to gain a knowledge of their subjects outside the immediate context of teacher education, a development applauded in the Green Paper. It has also allowed students the opportunity to defer their commitment to the profession for up to two years in some cases.

However, such structures necessitate the postponement of much of the professional elements of the course. Many argue this will result in some of the widely discussed disadvantages of the postgraduate certificate of education. Some polytechnics have attempted to minimize these disadvantages through course structures which contain a greater element of concurrent professional training in a situation where external pressures favour consecutive patterns.

Some have sought to integrate only the first year of the training course with existing non-teaching courses and to develop lengthier, more professionally based, subsequent years. This has led to the alternative criticism by some that they do not contain sufficient main subject work especially in the context of secondary teacher education.

The demand for the implementation of induction programmes and for greater in-service provision as envisaged in the James report and in the 1972 White Paper in recognition of the inevitably limited content of any initial training course has consequently been strengthened, and a movement towards a system of continuing teacher education is beginning to emerge. The development of in-service provision also provides further means of establishing viable workloads for teachers with a reduced intake to the initial BEd and accords with the Government's increased national allowance for each institution for in-service training.

The CNAA is on the way to being responsible for validation in about one-half of the public sector institutions in England with teacher education courses, which now includes most of the polytechnics. Like the institutions themselves it has had to respond to the changing nature of teacher education and the strategies adopted by the polytechnics in the face of reduced DES target figures. But how does the CNAA involve itself in teacher training after the polytechnics?

The CNAA has an indirect influence on teacher training through the involvement of its members and senior officers in various national advisory bodies and committees. More directly, its influence is felt through its validation of courses proposed by the members of the CNAA, however, as that it should not be prescriptive but should respond to initiatives from colleges.

Such a philosophy is made practical through the support given to it by its members who are recruited from, among others, the polytechnics running BEd courses. It is people who are themselves involved in designing and teaching courses, who recognise from first hand pressures and problems involved in curriculum development.

Robert N. Smith is Assistant Registrar for Education at the CNAA.

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In the past few months the Committee for Education has been re-structured to include the establishment of a board responsible for all initial BEd support and this will draw upon the support of members of boards in other areas of Council who have expertise in particular academic disciplines.

But the Council has responsibility not only for the academic but also for the professional training of the student. This professional function is clearly reflected in the membership of the Council's committee, Boards and Panels and in the way course validation has been approached during the past few years.

Teachers are represented through nominations from the professional associations thus ensuring that the profession continues to play a role in the training of its own recruits, something which the CNAA views as extremely important. The role of the practising teacher is further emphasised by council's insistence that polytechnics propose schemes for validation consult with representatives of the teaching profession.

A visiting party, which gives detailed consideration to a proposed course of initial teacher training, will always include a teacher member and during visits will be particularly interested to meet local teachers who have been involved in course development in the college concerned. Institutions are also required to nominate a serving teacher to act as one of the external examiners. All external examiners are seen as having an important function in maintaining the council's standard of award and reporting to it when the time for reappraisal approaches.

This professional involvement is also reflected in council's expectation that theoretical and practical aspects of BEd courses proposed by the institutions should not remain separate but that the integration of the two should be actively sought. The importance of this is exemplified by the appointment of the council's first research officer who is engaged in an analysis of the role of school experience in BEd degrees, a project in which a number of colleges and polytechnics have co-operated. This positive co-operation is both encouraging and encouraged, and reflects the general development in public sector education towards the partnership involvement to which the council is committed.

Robert N. Smith is Assistant Registrar for Education at the CNAA.

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Knowledge and skill

Vocational relevance is a traditional strength of polytechnic courses writes Geoffrey Middleton

The polytechnic's traditional strengths in vocationally relevant fields is amply illustrated by recent figures published by the Committee of Directors of Polytechnics. These show that nearly 80 per cent of higher education in engineering and technology, science and mathematics, is to be found within the 30 polytechnics, together with more than 70 per cent of administrative, business and social studies, while the balance of the students in these courses are spread through more than 100 institutions.

With this massive concentration of the vocationally relevant courses it is little wonder that polytechnic students perform consistently well in gaining jobs after qualification with, according to recent figures, nearly 70 per cent entering industry or commerce.

Though degrees are a vital and growing sector of polytechnic work, the strength of non-degree work is maintained and also growing. With nearly 3,000 students gaining HND qualifications last year, a 10 per cent growth, it is noteworthy that over three-quarters of HND holders went into industry or commerce.

In the field of part-time study growth has also been maintained, though, as a proportion of the total polytechnic numbers, part-time students have decreased, a trend of

which the polytechnic directors are aware and which is gradually being reversed.

It has been a characteristic of polytechnic development that courses have grown to meet industrial needs, rather than being set up to meet academic ambitions. This is clearly illustrated by a recent survey of the polytechnic sector which has shown that a large number of courses in nautical science, ship building is an important field of study at Sunderland, chemical engineering at Teesside, textiles at Leicester.

Art and design courses, from which students do well in getting jobs, are available in most polytechnics, and like many of the other courses, spring from local industrial needs. At Stoke-on-Trent, North Staffordshire Polytechnic offers a multi-disciplinary design course which represents a good example of a modern course based on a local industry.

Construction is a vocational area with many specialisms, including architecture, surveying, building and building services, and many levels of employment from technician to full professional. Typical of many polytechnics, the South Bank Polytechnic derives its strength in this from the merging of two well-established institutions of nineteenth-century origin, Brixton School of Building and the National College of Building, Ventilation and Fan Engineering, and offers courses at technician and professional level covering many of the needs of the construction industry.

Engineering studies, at both technician and professional level, are the mainstay of virtually all the polytechnics. As with other disciplines, vocational relevance is the prime objective, but rapid changes in technology make this particularly difficult to attain in engineering. The new BSc(Hons) Technology at Leicester Polytechnic represents a

new approach to vocational relevance coupled with a BSc(Hons) to allow broader entry qualification and deferral of choice of specialism.

Computer studies represent a continually growing new specialism with vocational outlets at both technician and professional level. Several polytechnics—Hull, for example—offer comprehensive opportunities for study with computer facilities comparable with those available anywhere.

Commercial studies in various forms have a long tradition in the polytechnics. These are now typified by the courses in business studies offered at both Higher National Diploma and degree level. The courses in business studies at Bristol Polytechnic allow specialization, for example, in such diverse fields as marketing research, international marketing, tourism and financial management.

Less to be expected in the polytechnics are vocational courses in the arts. The Birmingham School of Music, a constituent college of Birmingham Polytechnic, offers courses for aspiring orchestral musicians.

The polytechnics see themselves as performing a matching function of students to the vocational opportunities provided by society.

Size is important if institutions are to be able to provide breadth of opportunity for those with different levels of ability. Flexibility is important if they are to allow individuals to find the level of activity appropriate to their abilities. The polytechnics meet both of these criteria and retain the concern for the individual essential in institutions which whatever the importance given to vocational relevance, are still centres devoted to higher education.

Geoffrey Middleton is information officer at Leicester Polytechnic.

"Brighter prospects" continued

Education produced a teacher-training unit which by 1981 will provide for 1,000 students. It will be the only institution in the country offering three-year Bachelor of Education degree courses together with a one-year Postgraduate Certificate, one-year specialist courses and in-service training for teachers—a wide range of provision, involving most of the traditional main subjects.

However, the entry to the three-year initial training programme is 200 places a year shared across recruitment to courses of training for teaching in secondary, middle, junior and infant schools and specialist provision in such shortage areas as the teaching of the mentally handicapped and the teaching of physical sciences, home economics and craft, design and technology. The number of places for any one strand of the programme, leading to the production of such specialist teachers, is therefore, extremely limited.

Even though the targets for entry are met, the number of teachers produced ultimately for teaching in the three-eight age group, say, can only be about 30 while in such areas as music and the physical sciences, the figure is less than 10. The opportunity for employment of such numbers even within the local region is likely to be considerable.

The period of contraction of teacher-training provision since 1972 has been an opportunity nationally to rationalize the entire system. Many of the former larger urban colleges such as Nottingham College, Sheffield City College, Redlands, City of Leeds and Carnegie, have been merged with their local polytechnics, but with the same staff and enhanced resources. Other colleges have grouped into the new institutes of higher education, but all with the many advantages inherent in the larger institutions.

There have also been significant changes in the nature of the training provided in the institutions consequent upon contraction in student numbers and the establishment of new units.

But of far greater importance has been the recognition of the necessity for the theory and academic work to be added to practice to the extent of total integration, the venue for this to be the schools themselves.

Thus, while it is recognized that students would wish to follow their chosen academic subject, or group of subjects, for their own personal education and perhaps to bring that expertise to the school in which they ultimately teach, the major element of their training will be in the development of the professional aspects necessary for sound classroom practice. Indeed, it is now appreciated that the work of this kind, based on supervised and progressive experience, is of rigorous intellectual content and as such can play a major part in an honours degree programme. It is exciting, challenging and totally relevant to the studies of the teacher in training.

Far from representing a career cul de sac for the school leaver in the next few years, teacher training is likely to hold out not only sound prospects for an early career but also a wide range of opportunity in employment in which the skills required of the teacher can be used to the full. It will not be training for unemployment but for a variety of careers the principal one of which will be teaching.

W. Middlebrook is dean of education, Trent Polytechnic and Hon. Sec. of the Polytechnic Council for the Education of Teachers.

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Much of the project and research work of polytechnics has an instant practical value. Last year students from Polytechnic Wolverhampton, designed, made and tested three waterproof coverings for possible use in major disaster areas. Dropped by helicopter in remote Wales one of the houses was unpacked and assembled in minutes. The operation was filmed for circulation to world-wide rescue organizations.

"What are they like?" continued from 27

granted and approved more to meet internal enthusiasms than to meet specific needs. Perhaps more research into what is needed and necessary might lead to an influx of good students without recourse to the pages in the "heavy" press at this time of year advertising vacant places.

Possibly some of the money might be spent instead on directly advising the public on the real achievements made by the polytechnics in the past 10 years, and at the same time dispelling their own inferiority complex. After all, they are the leaders in the state sector of higher education and have much of which to be proud.

Polytechnics as a whole are not helped by a lack of planned public relations from the Council of Directors of Polytechnics. Representing 30 polytechnics, the council is in a unique position to show the impact their institutions have made on the higher education scene and will continue to make in the future. As a corporate body the CDP should help to project the polytechnic image and encourage the acknowledgement of its growing status.

Small start, incidentally, might be made on the literature which they send out to schools. Most of them produce a useful prospectus of a convenient size which will readily go on the appropriate shelves for use and reference. The old "maverick" student prospectus, does not readily go on to the shelves

and is a prime candidate for being overlooked on the miscellaneous shelf.

Equally, large and inappropriate posters do not help. Schools simply do not have wall areas large enough to cover with every poster sent out, giving pride of place to the biggest.

And what of the future? Some polytechnics are already strong enough and self-confident enough to wish to shrug off the CNAA shackles and go it alone, whether they receive a university charter or not. In an atmosphere where there is a shortage of money, resources and 18-plus students, where "value for money" is the watchword, the college can look to the more mature student who may perhaps wish to improve his or her qualifications, re-train, or even simply achieve the potential of which he or she is capable after an enforced early retirement.

Whichever path they choose, the polytechnics should endeavour to combine cherished academic freedom with social relevance. For the moment they provide, as they must continue to provide, a rich variety of courses with various modes of attendance, providing qualifications and alternative routes to the goals that the universities offer and they enhance the prospects, so far as students are concerned, of matching of courses to courses on equal terms in most academic areas.

A. N. Glover is Head of Upper School, Northcote High School, Wolverhampton.

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30 Resources

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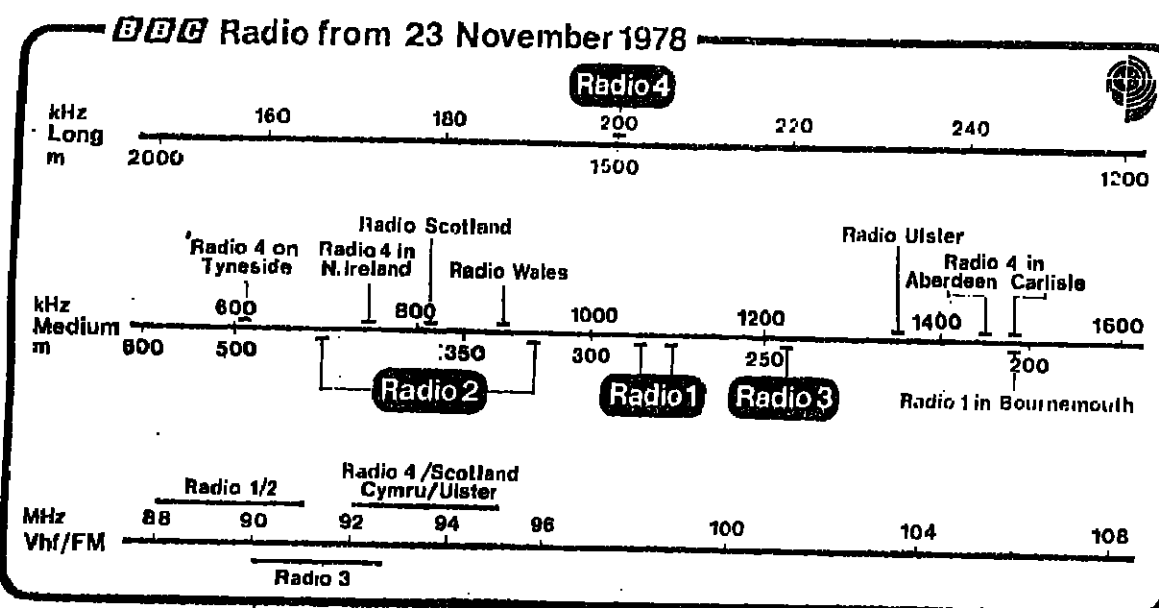
Over the new waves

What effect will BBC Radio's widely-publicised wavelength changes on November 23 have on schools broadcasts? The short and reassuring answer is none, since VHF wavelengths remain unchanged.

This unintended bonus for schools is some small compensation for the upheaval of a few years back when schools transmitting transferred to VHF from medium wave, a policy initiated before the Geneva Conferences of 1974-75 agreed the new European reallocation of frequencies which has led to the BBC's changes.

In Northern Ireland Radio 4—now known as Radio 4 (UK)—loses its VHF frequency to Radio Ulster but schools programmes will remain on that frequency. Any devotees of BBC Radio's further education programmes will find another change this autumn, coinciding with the wavelength change.

The early-evening study transmissions on Radio 3 medium wave have ceased; all further education programmes are now concentrated on Radio 4 VHF as Study on 4, from 2 pm-6 pm on Sunday after-



noons and 11 pm-11.30 pm weekday evenings.

Teachers generally will not be troubled in their professional lives by the wavelength changes: it is at home that they, like the rest of the nation, will have to adjust, literally overnight, to the most substantial change in BBC radio wavelengths since the war, involving almost every national long and medium wavelength used by BBC radio in a confusing game of musical chairs.

Radio 4 moves from medium wave to long wave in most areas, adopting the wavelength, 1500m/200kHz, currently occupied by Radio 2. Where reception on this wavelength is not good, supplementary medium wave services will be provided. In Aberdeen, Tyneside, Northern Ireland and the south-west, Radio 4 will now become Radio 4 (UK), transmitted throughout the United Kingdom and quite separate from Radio Cymru, Radio Ulster and Radio Scotland.

Radio 3's medium wave service moves to 247m/1215kHz, long the home of Radio 1's regular listeners are in for a setback on the morning of November 23 (in Cambridge Radio 3 will be on 251m/1197kHz).

Radio 1's long-wave service will be broadcast nationally on 433m/693kHz and 330m/909kHz, and Radio 1 will occupy 275m/1089kHz and 285m/1053kHz (202m/1485kHz in Bournemouth).

Most other BBC medium wave services—local radio and services in the national regions—are effectively unchanged, except for local radio in Leeds, Leicester and Solihull (Bournemouth) and BBC External Services. BBC

Once the initial confusion has been overcome, these changes will affect medium and long wave listeners in two ways (unless they switch to VHF). Radio 4 listeners whose radios are going to be in trouble, and Radio 3 listeners on medium wave will find reception impaired.

Radio 1 has to share its VHF channel with Radio 2, which is a particular problem in the evening now that Radio 1 is to be fully separate from Radio 2, and serious listening to Radio 3 arguably demands VHF anyway.

VHF may seem the ideal solution to all the problems, but there are drawbacks. It is arguable that more could have been done to promote VHF earlier: after more than two decades, only around 60-65 per cent of listeners have access to VHF. However, promoting greater sales of VHF wouldn't have been enough, for despite that figure of 60-65 per cent, BBC statistics suggest that only around 10 per cent are actually using VHF regularly.

Many people are listening in cars or on transistor portables—although one can listen quite happily to VHF on quite small portable. Then there is the increasing practice of splitting networks between medium/long wave and VHF, so there are many occasions when one has to use a medium or long wave. Radio 1 and 2 listeners have long known that. Radio 3 has the fewest splits (except for Test Match specials on medium wave), but Radio 4 is increasingly using its VHF channel for all kinds of education and other special programmes.

The principle of splitting networks between medium long wave and VHF is easy to defend, but the scarcity of airwaves, indeed in the United States, a similar split—between AM and FM—is a fundamental principle.

But many would dispute whether it is the right programme which are put onto VHF. Further education and Open University are inevitably less popular and make less use of the higher fidelity and stereo possible on VHF. However, the BBC clearly has a dilemma here, if the majority continue to listen on medium wave. When Radio 4 tried to put parliament on medium wave and put *Midweek Theatre* and other popular programmes onto high-quality VHF, there was a public outcry.

The public confusion about wavelengths underlying that outcry doesn't bode well for the public's capacity to adjust to the turmoil after November 23. If it is true that the young are quicker than their elders to cope with much of new technology, school pupils might well be able to help.

Although no specific approaches have been made to schools, contacts have been made with the scouting movement. Over 12,000 scouts participate in BBC's *Tune-a-Radio Week*, starting on November 23, scouts will visit elderly people and the household in their areas and tune their radios for them.

Schools might be able to help too, and it will certainly offer a golden opportunity to explore the science (if not the politics) of wavelengths and frequencies. What is the relationship between wavelengths and frequencies, and why (in terms of wave theory) does the relationship between wavelength and frequency decrease as the wavelength increases?

Apart from all the science textbooks, there is an extremely lucid introduction to broadcasting wavelengths in Peter Lewis's *Consumer Association*, *Which Media?* which also sketches in the political context of the allocation of frequencies. There are scarce world resources. That is simply topical, for it is just such an international allocation that has led to all our national radio networks "going places".

Information leaflets, posters and post-off stickers which can be stuck on radio dials to mark the new positions, together with all the other goodies from *Which Media?*, can be obtained from Eileen Mullen, BBC Campaign Publicity Officer, BBC Broadcasting House, London W1A 1AA.

Insomniacs or linguists?

The decision to switch mid-week language learning broadcasts to a late night slot is almost impossible to justify in terms of learners' interests. Each year hundreds of thousands of people follow the BBC's further education radio output, and until now the service has seemed to be responding as effectively as possible, given limited resources, to the many different needs of language and level.

Now, judging from the BBC's own advance publicity, not only are the language services being cut (there is only one new series this year, the excellent *Spanish Digrama*), but all the mid-week programmes are being allocated timings at which only habitual insomniacs can learn.

Why does this reallocation of timing matter? What are the specific characteristics of learning a language that make it so crucial? It is true that there is no definitive study on how people learn languages and similar acquisitive skills from radio.

However, few people who have begun to explore the field would argue that, with the exception of Bulgarian and Russian sleep-teaching techniques which are a different process altogether, learners need an alert mind.

They need to mobilize all their powers of recall from previous broadcasts to actively sift and process new material; to reinforce the new material immediately if it is not to be lost to the medium-term memory store, and to practise and articulate new structures if oral competence is to be improved.

In switching the timings to 11 pm, it seems that virtually all of these essential requisites of effective learning are being less well fulfilled than last year. People who have been at work all day and are conscious of having to get up early the next morning are almost certainly going to feel more fragile and less active at that hour.

Many researchers into the intricate workings of memory and recall ability have pointed to the importance of early reinforcement. From studying the learning patterns of home students we know that many use the time immediately following a broadcast to go over the material just presented, to learn the key phrases, to articulate key responses, either to themselves or to others.

It has become clear, therefore, that successful learning from broadcasts is not just a function of the quality of the programmes themselves, but of the use the student makes of the time and the patterns he develops to reinforce the points introduced. This essential process can hardly be as effective at 11.30 pm as at the more reasonable broadcasting times of previous years.

The error is compounded by the fact that BBC FE radio and television have developed a three-year policy for major languages whereby a student can start as a beginner in 1978 and come off the line as a fairly competent speaker, reader and communicator in 1981.

The strengths of this coherent policy are clear, but it is now generally accepted that, where breakdown and drop-out occurs, it is due mainly to problems of student motivation which is defined by a variety of factors, not least important being convenient broadcasting times.

A definition of the success of this three-year plan (though clearly not the only one) must be the number of students who stay with the course for that length of time and this year's rescheduling must be seen as one more hurdle to add to an already impressive list of obstacles.

It seems clear that, if the switch is inevitable and irreversible, there must be considerable discussion on the implications for language learners and radio production policy. I see little sign that this has happened or will happen.

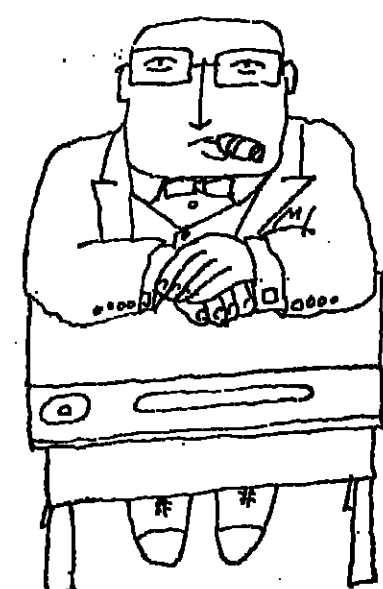
31 Resources

Keeping good company

JOHN LEWIS on sponsored materials

Children in school should be made more aware of the part played by industry and commerce in the world in which they will be living. What ever the reasons more and more teachers, and companies, are climbing on to this bandwagon—a wagon which, it is worth recognising, has been rolling for many years.

It is important to distinguish between the various aspects of understanding which are involved: on the one hand there are the pure careers information and recruit-



Industry on the receiving end

ment exercises which many teachers and firms see as being the limit of their involvement. One also needs to look at what is actually involved in liaison between schools and industry, and perhaps question the activities undertaken and the qualifications of the people involved.

Most teachers are aware of the wealth of material which the multi-nationals and the banks, among others, make available to schools, ranging from wall charts through pamphlets to films. The UBI Resource Centre has listed the major sources of this type of material in its publication *Teaching Materials available from Industry and Commerce* and is shortly to publish a directory—in conjunction with Wordhead-Faulkner of Cambridge—listing the different items as well as identifying other assistance, such as speakers and visits.

On going through this mass of available resources, one is struck by three main thoughts. Much is covert recruitment, some is public relations for the company, but little is relevant to the curriculum. It often does not meet the needs of teachers in the classroom.

A simplistic, though acceptable, scenario for industry is that it is comprised of three major elements: the processes together with the technology used in those processes; the economic factors and the vitally important human relationships.

Most of the current materials ignore the last two and concentrate

on the first: examples range from showing how a cheque is cleared to how a tin can is made. Seldom are the economic or social aspects necessary to the development and subsequent implementation of the processes mentioned.

A major criticism which is borne out by a limited survey recently carried out by UBI into teachers' attitudes towards materials and services provided by industry and commerce is that, whatever the quality of the material, it was unrelated to syllabuses being taught.

Materials therefore tend to be used for peripheral interest rather than as an integral part of the lesson. It also appears that the emphasis has been on producing materials for the older and more academic child, with the result that both the reading and conceptual levels are too demanding for the average child.

These comments concern the national scene, but initiatives to produce teaching materials are undertaken locally. The INDIE project in Wiltshire and similar ones in Cumbria, Sunderland and Cambridge, have all produced items which can be used in the classroom.

Like the Working Mathematics Group, these involve both teachers and people from companies in the planning and writing stages. The materials produced are, therefore, not only ones which teachers have identified as being needed, but they also have the authority of the companies' experience and are related to the local scene. There is no need for them to be glossy, though often slides and tapes are included. So far we have only been think-

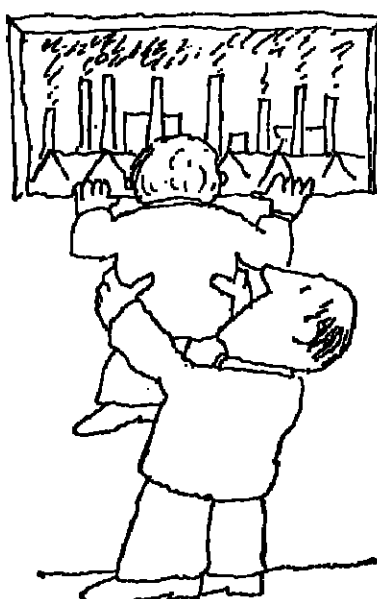
ing of printing or visual materials as the resource which firms can make available, but there are others. Visits, speakers, work experience schemes, surplus equipment and so on can prove very valuable. Nevertheless, schools and companies do recount unfortunate experiences because of a failure of one to appreciate just what the other required, or had to offer.

The "Cooks Tour" visit does have for other side. Objectives need to be discussed and a structured plan for the visit worked out. Speakers should be briefed, not only as to what they are to talk about, but also as to their audience.

Firms should not look on schools as a dumping ground for obsolete and useless equipment, but give thought as to what might be of educational use, and offer some practical follow up assistance should it be used. A guide detailing some of these activities is available from UBI.

The lesson to be learned is a relatively simple one and that is, that so far as the provision of resources goes, it must be a joint effort with a real need being identified. It is also worth recognizing that education need not always be on the receiving end—it does have expertise in many areas itself which could be offered to companies.

Examples might include the research work carried out by school in Redditch for a local company, or the translation of letters relating to export orders, or even helping to run a company newspaper. The name of the game is understanding—a mutual under-



Children in school should be made more aware of industry.

standing of the role which both education and industry play in our society, and this is best achieved by joint efforts at the local level. It must start, however, by education and industry each knowing their own business thoroughly and then being able to communicate it.

John Lewis is Resource Centre Director, UBI, Sun Alliance House, New Inn Hall Street, Oxford OX1 2QE. (0865) 722585.

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a) 12% b) 28% c) 44%
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a) 5% b) 20% c) 26%
- Which of the following countries has the largest integrated gas industry?
a) USA, b) Holland c) Great Britain
- How much money is being spent annually on our balance of payments?
a) £600 million b) £1,000 million c) over £2,000 million

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BRITISH GAS Our Vital Industry

Survival strategies

by John A. Barker

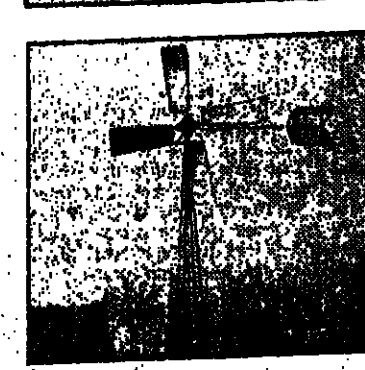
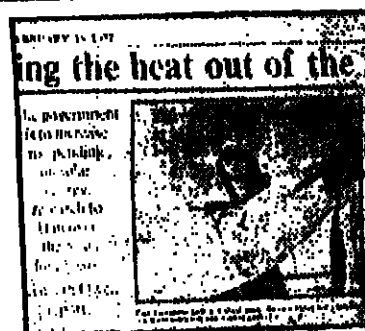
The Ecology of human survival Resources for Survival Human Adaptation Affluence Some strategies for survival £4.80 a set or £18.72 for the series Audio Visual Productions, 15 Temple Sheen Road, London SW14 7PY

This is a series in a general programme of material devised by Charles Brady for a wide range of courses related to social biology and environmental studies. The slides are plastic mounted and supplied with notes.

Resources for survival identifies the needs of man in terms of food, energy supply and other resources, such as metals. Current and developing problems of meeting contemporary needs are illustrated both by pictures, such as that of a water hole in Malawi, and diagrams, such as the slide illustrating the effect of over-exploitation of whale stocks. The set ends with two particularly telling slides illustrating packaged products and disposable articles.

The second set, on adaptation in man, is of direct biological interest. It includes a number of slides illustrating the physical features of different races, and suggests how the differences might be due to adaptations to their environments. Cultural adaptation has replaced biological adaptation in many areas. As a result, man has been able to exploit, and use, his environment more effectively. This is illustrated by clothing adapted to the desert climate and a Malaysian village built on stilts at the edge of a swamp. Technology has enabled man to explore otherwise inaccessible environments, as slides of a cave and of an astronaut on the moon illustrate.

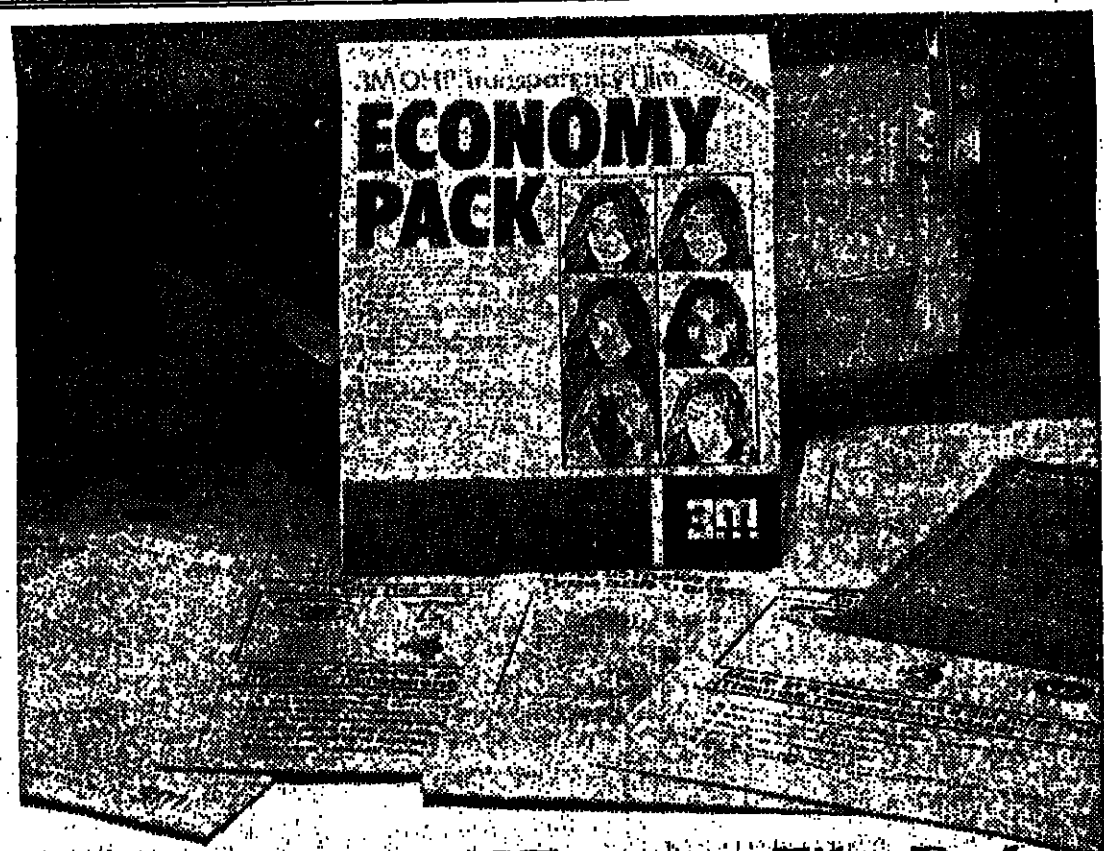
Affluence illustrates the nature of affluence and compares aspects of wealthy, developed societies with poorer, developing ones. The problems created by affluence are emphasized. The slides which



illustrates changes in the causes of death in Britain over seven years provides data to ponder over—particularly in relation to the change in death rate from lung cancer in women. The set raises a number of important issues which range from infant mortality and illiteracy to the possible relationship between heart disease and diet.

The final set is wide-ranging, although the issues can be directly related to our own society. A series of slides illustrates various forms of birth control and the notes provide a short summary of their major advantages and disadvantages. Other issues directly related to Britain include problems related to old people, to crime, addiction, racialism and euthanasia.

This is the third series produced for this broad curriculum area. It is well up to the standard of the previous series. The use of colour in the many diagrams and graphs is particularly effective. The notes are good and the discussion questions provided for each slide enable any teacher to get a discussion going. There is much useful material here which can be used in many different ways.



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Physical attractions

FRANK ANSTIS reviews materials for physics teaching

Arnold Simkins
Mirror, Lenses, Colour, Periscope
and Kaleidoscope, Eye and Spec-
tacles, Microscope and Telescope,
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Developed by Dr. R. F. Simpson
R. J. Arnold, Butterley Street,
Leeds LS10 1AX
Total price for all kits £55.
Can be ordered separately

These Simkins, specially designed by Dr Simpson a reader in education at the University of Hong Kong, are intended to teach the basic principles common to all O level courses. They are also said to be "sufficiently flexible for use in any secondary school system". On first inspection the contents of these boxes seem disappointing: return for the money. At first, the case of Simkins, however, these first impressions may need revision. The kits are indeed simple and not cheap; but there is no particular reason why they should be cheap if they are effective.

Looking more carefully at the kits one can appreciate the care with which they have been designed to provide a compact collection of items which are adequate for carrying out the simple investigations of light, which are needed at O level. Nevertheless, it is to be hoped that classes preparing for GCE O level courses in this country will be somewhat more lavishly equipped with apparatus on a larger scale.

Three boxes were submitted for review: *Telescope and Microscope*, *Interference and Diffraction* and the standard *GV Light Source*. The *Light Source* box contains a 6V lamp in an aluminium holder, two small plano-convex plastic lenses, and some pieces of aluminium a few centimetres square to make up a visible air environment and three 1-shaped light screens. At first, the thing over £6 this seemed an expensive collection.

The *Interference and Diffraction* box contains two glass microscope slides, a diffraction grating and a double slit (each approximately 2 cm by 0.25 cm), two circular diffraction plates and two small pieces of plastic printed with black dots. With this simple collection several interesting experiments can be per-

formed, and a particularly good demonstration of the interference of waves from two point sources can be made.

The *Telescope and Microscope* kit contains a plastic tube which combines the function of microscope and telescope, some small bulldog clips, a collection of paper items and three small lenses.

Dr Simpson's instructions accompanying the kits are quite detailed, but the vocabulary might prove difficult for non-O level classes. Yet, it is certainly the less able pupils who will most often be presented with them.

As it would cost about £900 to provide an average size class with enough of these kits to allow them to work in pairs progressing through topics together it is likely that most teachers will only be able to afford to use them with groups that are engaged on different topics. There will then be problems with pupils who will be unable to progress to the more advanced kits before they have completed the simpler experiments. Teachers may, however, welcome these simple kits as a solution to their equipment problems.

Anyone who believes that these kits offer a solution to their particular problems should first examine the kits they intend to buy. It would be unwise to rely entirely on a catalogue description.

Gases and their Laws
Mass, Length and Time
Waves and Wavefronts
Heat and Temperature
Resistance and Voltage Measurement
Compiled by Alan Watts, BSc.
The Rickett Encyclopedia of Slides,
143 Chatham Road, London SW11

The Rickett Encyclopedia of Slides is a continuing series of over 1,000 slides which first began publishing in 1966. It is a series of slides which follow a subject area chosen for the slide. These are stored in plastic cassettes which are robust, transparent for easy reference and complete with a pocket for the teaching notes.

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Starvation game

Is the affluent world responsible for conditions in the Third World? Do businessmen control the price of food, as they did the price of cotton? The *Grain Drain*, described as a Monopoly-like game, has been devised by the Rev Dr Brian Wren to try to make people more aware of the effects of international trade on all nations, rich and poor.

The game will be played at the Royal Exchange Theatre in Manchester on October 27 at 1.05 p.m. It will be played by Brian Wren and a group of human players on a glass board. Admission will be 20p; proceeds to the Third World.

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All around Romsey

Fourteen schools have contributed to an exhibition, "Romsey Schools Environmental Project", which continues at Romsey Abbey, Hampshire, until October 22. The aim of the project, which was sponsored by the Civic Trust's Heritage Education Group, was to extend children's capabilities through direct observation of their surroundings.

The project included plans for laying out and planting a garden for blind people, hedgerow daisy and studies of housing, and possible uses of old gravel workings. The organizers say that adult intervention was kept to a minimum, but the skills of geologists, engineers, nursery workers, etc, were tapped by the children.

In their element

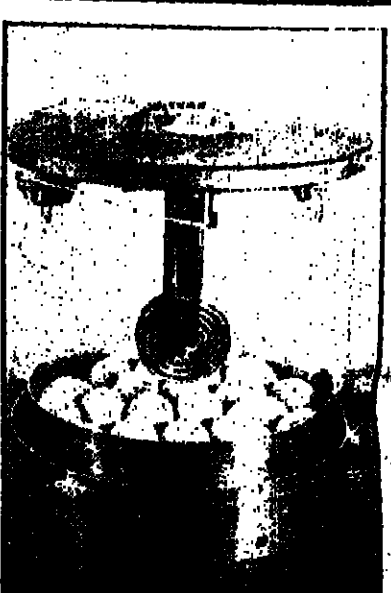
The latest in a series of UNICEF packs designed for children aged nine to 13 is called *Water can Mean Life* and contains six cards which deal with different aspects of water. The five other themes are *Water can Mean Health*, *Water can Mean Food*, *Water can Mean Fun*, *Water can Mean Power* and *Water can Mean Danger*.

The six cards are illustrated with photographs and cartoons; the suggestions for questions and activities are printed separately and can be pasted onto cards. A full colour poster, a pamphlet of teachers' notes and a questionnaire make up the rest of the pack, which is available, price £1 including postage and packing, from The Education Officer, UK Committee for UNICEF, 46-48 Osborn Street, London NW1 3PU.

Fibrous features

Specialist equipment and publications for people concerned with textiles are available through the Shirley Institute in Manchester. The Institute describes itself as a research centre serving the textile and allied industries and among their teaching products are a range of stains for fibre identification, a stiffness tester, various metric slide rules and slides and photographic films of fibres and weaving methods.

Lists of publications and equipment can be obtained from the Publications Office, Shirley Institute, Manchester M20 8RX.



Sympathy for the cloistered life-style of Pam Ayres' "battery hens" may have to give way to sympathy for eggs hatched by the "Trans-parent Hen" incubator.

The incubator can warm and turn up to 20 eggs, the progress of which can be viewed from all sides through the transparent, cylindrical container, which is constantly illuminated.

It was shown like 1984, and it may create confusion among vegetarians by the dozen, but it does provide opportunities for observation. The incubator can also be used for bacterial culture and seed sprouting.

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Energy studies

Robert Harrison

It can only be a matter of time before energy studies becomes established in schools, polytechnics and universities. Indeed, this is now well under way.

In the schools, the Association for Science Education is developing energy as one of the themes of its "Science and Society" project for lower sixth pupils, as well as producing materials for use in primary schools, and for use by pupils of differing abilities in the 11-16 age group.

The Humberdale regional group of Standing Conference on Schools Science and Technology have already prepared trial materials for first, middle and upper school levels. This work is being carried on with the support and encouragement of the Department of Energy, which plans to publish curriculum materials by 1980.

In universities there are six first degree courses with energy in the title. Most are exclusively technical courses, offshoots of the main engineering disciplines; but in some there seems to be an attempt to meet the new situation with a fresh approach.

The first energy studies course in a polytechnic has recently been approved by the CNA. This has been the result of a four year development programme at Sunderland Polytechnic. While there is a diversity of educational aims, academic developments in schools and higher education are linked; this interaction must be recognized and exploited, where this can be done in a way which is consistent with the aims of all parties.

This is not to advocate distorting a school curriculum to suit the needs of the few who will go on to higher education, but merely to ensure that it does not conflict with these needs. The healthy development of energy studies at the higher level is necessary for the healthy development in schools, and vice versa. There must be a consensus on basic questions of philosophy.

Energy studies are about many things and there are a number of different ways in which they can be approached. Nevertheless, the issues are inevitably interdisciplinary, requiring inputs from physical and social sciences, with the themes of decision making, resources, and conservation constantly recurring.

They have immediacy, which appeals to students. They offer the possibility of flexible courses, which are satisfying to students of a range of abilities. They can generate a demand which extends the best students in a way in which no single subject discipline can; these students must not be deterred by preconditions developed at school.

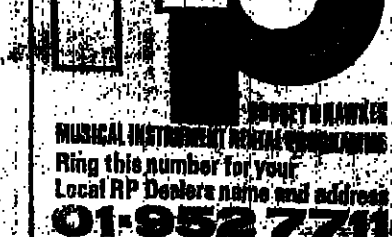
Accepting this, there are some worrying developments. For instance, the JMB have selected "energy

resources" as one of their alternative ordinary subjects. This curriculum is technically and socio-technically demanding; it difficult to teach, and is not a subject which can be taught by a teacher who is not a specialist in the field.

For the course is designed to meet as far as possible the needs of sixth form students for whom A levels are not appropriate. There is a temptation to serve up the best thematic diet to less academic students only, while stronger students are kept on the broad and water of a conventional discipline.

There is a nasty trap here. It would be a tragedy if energy studies (and thematic studies in general) were tainted because of their versatility, and developed an easy option academic label.

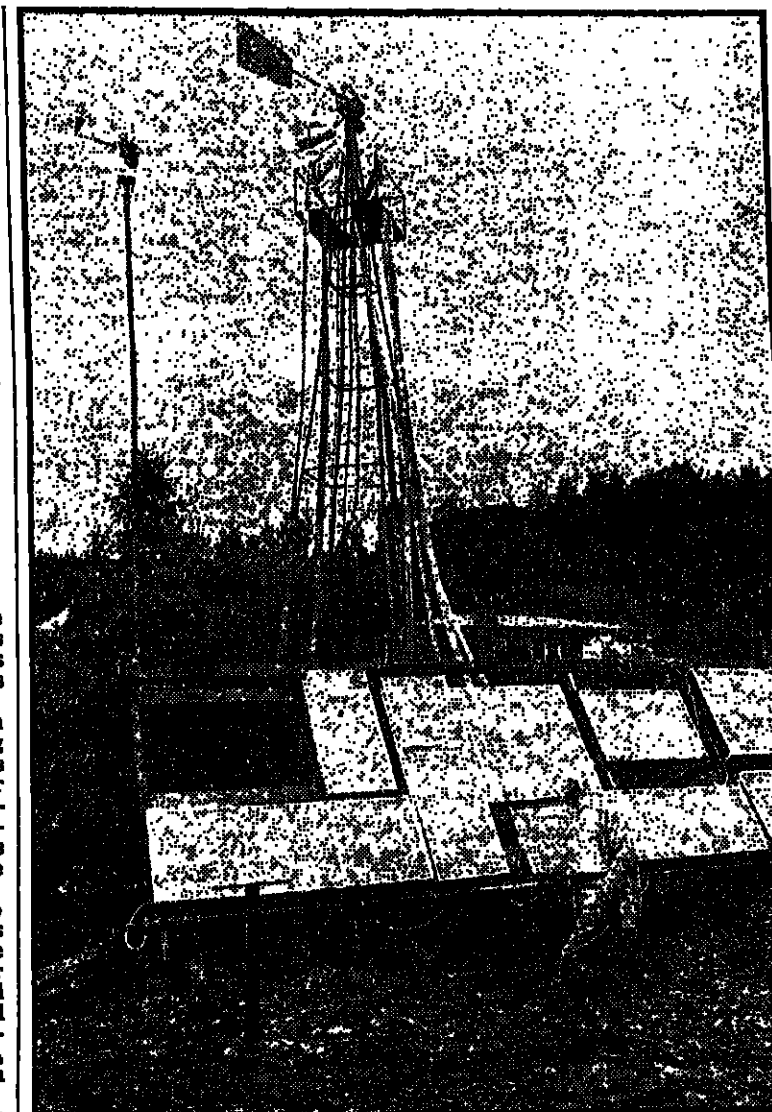
Robert Harrison teaches in the department of physical sciences, Sunderland Polytechnic.



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Wind power at the National Centre for Alternative Technology in Powys, Wales.

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environment. Eventually, they come to terms with the fact that they are in a rut and, being passed over for promotion, benignly work out their days until retirement.

Kind, well-intentioned people, they too have taken the soft option and settled for mediocrity both in terms of themselves and in their expectations for their pupils.

One can't help wondering why most EPA schools are in urban communities. For what are we trying to compensate? In a city the world is but a short bus-ride away; in the country the sheep and cows are not enough.

Ann Bishop teaches in a Gloucestershire secondary school.

1966 and all that

Tony French

Notes made when I was a student on my first year in 1966 read like instant history. The small village school where I faced my first class has probably closed because of dwindling numbers, the secondary schools have been re-organized, and the college of education from which I was trained (a small town) has become a department in a polytechnic.

I hope the atmosphere recorded in my notes has also changed. It was 12 years ago, and I lacked experience. But I stand by the account I wrote at the end of the three-year course. "Two schools provided some very happy weeks, a third discouraged and saddened me."

"My first practice was a joy, teaching a class of 20 juniors aged seven to 11 in a village primary school. My supervisor, from the education department of the college, came once, at lunchtime. He was given a hot sausage roll by the headmaster's wife; he talked about bark-rubbing and plaster casts with the head; then he left."

"The next practice was at our city's only coeducational secondary modern. This was a deceptively pleasant introduction to the second half of my junior-secondary course. The rude awakening was in the third year."

"The boys' secondary school in which I was placed was part of a vast overspill council estate on the outskirts of the city. A technical school takes away any particularly bright lads that the grammar school has missed. An IQ of 100 is the highest recorded among the 400 pupils. Students know this as a 'tough' school."

"During our preliminary visit the head gave advice on dealing with the boys. The college, he said, was out of touch with life in the schools, what the boys needed was plenty of discipline and something to keep them occupied. We all nodded politely in agreement."

"I was introduced to a master who took me to his class. A boy came in to collect the punishment book and came - I was to see these frequently once I began teaching. Discipline was by the rod."

"At first I felt more like a prison warden than a teacher, especially at break times and between lessons when I passed rows of pupils, two of whom were the loudest class-roomers. I put some of these feelings into a 'general comment' section of my college report."

"My supervisor called these comments 'indiscreet' and advised their removal; I was told that if the head saw these his reaction might

influence his report on me, which in turn would adversely affect my final grading.

"As it happened the head spoke to me just three times after the first day; once when I asked him if I might leave school early for an interview, and once on the internal telephone when he was looking for a boy - that was the first time he spoke of my name in his school. He even got my name wrong when I went to say goodbye."

"The staff, with some notable exceptions, appeared to despair of treating most of the pupils as human. The setting for their staff-room discussions was one of ripped arm-chairs and chipped tea-cups."

"Talking with them, frequent use of the cane did seem the only way to obtain discipline. It was certainly the accepted way. Most of these teachers would have liked a better atmosphere in the school, but circumstances made it difficult for any one teacher to affect changes."

My notes of 1966, sounding like a college essay, go on to say: "The physically and socially unattractive staffroom was the centre of an unhealthy attitude towards the pupils."

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Jessica Saraga

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It is not for nothing that cowboys, sailors, knights, spies and disasters are all good box office: the cowboy hero, close to nature, rides alone in the wide and wild west; the spy risks everything for love of his country; the sailor wages a ceaseless struggle with the power of the sea. As for disasters, they result all too often from the overwhelming might of natural forces, or the overweening attempt by man to conquer an alien element.

Some of this romance has certainly been tapped in the pages of Macdonald's two new series, Timespan and Living History, both colourful, carefully researched, and full of fascination. Best of the Living History series is *Cowboys*, irresistible for its explanation of the modern cowboy's descent from the Spanish herdsman, for its account of the cowboy's technical expertise and for its glossary of jargon and cowboy slang. *Sailors*, too, is outstanding for quantity and variety of information as well as for its presentation: you can find out what the dog watch was, what a marlin spike was, how to tell a midshipman from a boatswain, and a British from a French marine.

Knights differs slightly from its companion, containing besides a description of the Crusaders' way of life, a great deal of narrative, narrative which is not just romantic but romanticized, portraying the Crusades as "the supreme gesture of chivalry", and ignoring Western Europe's pangs of land hunger and the conviction of peasant and noble alike that there was land to be had for the taking in Palestine.

Where Living History focuses on a particular group, Timespan traces a theme through the years and brings it right up to the present. *Disasters* ending with last year's Tenerife Airport collision. In addition they contain detailed reference sections giving intensive background information, reading lists and glossaries, that in *Spies* being particularly useful for getting up the basic terminology of spy fiction, spooks and sleepers, covers and cut-outs, "the company" and "the firm".

All these books could be used and enjoyed by top juniors upwards. They are fact, romance, and good organization makes a most successful combination.

Pharaohs

Anne Bertoluzzi

The How and Why Wonder Book
of Ancient Egypt.
By Anne Bertoluzzi.
£2.50.
96897 4.

In this clear and simplified account of the history of the ancient Egyptians the How and Why series has excelled itself. Its aim is to answer the questions most often asked from "who were the kings called Pharaohs?" to "how were the Pyramids built?"

Arleen Morley has cleverly managed to make the intricacies of Egyptian history appear straightforward and the illustrations, many of which are in colour, complement the text admirably. Nine-year-olds will enjoy this colourful work, while for 11 to 14 year olds it may well be an instructive first glimpse into a subject they can later pursue with an interest like Penderbury, Gardiner and Breasted.

War games

Tony Howarth

Exploring Knights and Castles.
By Jonathan Rutland.
Ward Lock £1.65. 7063 5639 X.

Exploring War And Weapons.
By Brian Williams.
Ward Lock £1.65. 7063 5644 G.

Weapons And Warriors.
By Frederick Wilkinson.
Macdonald £1.50. 356 05810 7.

Uniforms And Weapons Of The Zulu War.
By Christopher Wilkinson-Latham.
Batsford £4.95. 7134 0647 X.

The Observer's Book of Firearms.
By Nicholas Du Quesne.
Frederick Warne £2.25. 7232 1571 5.

This mixed bag of books on military and adjacent matters has three items of interest to teachers of junior and middle school children, one for the enthusiast, and one for the collector.

Knights And Castles And War And Weapons are new titles in the "Kingfisher Explorer Books" series, though both are brief expositions, rather than explorations of themes in any depth. Their format of big colour spreads and large print makes them attractive as introductions to their subjects.

The first book runs a straightforward course through castles, armour, simple heraldry, sieges and the Crusades. The second tries to take in everything from the Romans to Polaris. In this kind of series one expects a high degree of oversimplification, but not inconsistency: yet whereas a plated knight is impracticable to the longbow in the first book, he is virtually a dead duck in the second. Maybe an editor could sort out a party line on steel versus the clothyard next time round.

Weapons And Warriors is, at 46 pages, twice the length of a "Kingfisher", and restricts itself to a history of men fighting on two, or if he is mounted, four foot. Again

the presentation is attractive, but this time with line drawings and photographs as well as colour pictures. Mr Wilkinson tells his story at a good pace and with precision, though I think it a mistake to launch into brief and clumsy explanations of the causes of the two world wars towards the end of the book.

Uniforms And Weapons Of The Zulu War begins with a compact and elegant summary of the destruction of the military might of the Zulu nation in 1879. Other than that, it is a record, charted in exhaustive detail, of the uniforms of its participants and of the weapons they used to butcher each other. Happily, Mr Wilkinson-Latham appears almost as interested in the *assegai* and regimental organization of the Zulu as he is in the rifles and dress of Hussars, Dragoons and Guards. His book is a balanced and careful account which the enthusiast will be glad to have.

The *Observer's Book of Firearms* is primarily for the collector and serious student of the technology of putting holes in people—though it will also find a market among those small boys who enjoy reeling off the calibre, dimensions and effective ranges of death-dealing implements. The author is himself a collector and dealer, and his book is a highly informative trot through the history of the gun as well as a useful handbook for those who wait to start their own stockpiles.

Mr Du Quesne's Bird prefaces his illustrated history with a lengthy discourse on how and where to buy your weapons, how to store them, and how to insure them. He also offers essential advice to those who handle other collectors' pieces: "The fall of a dog or hammer, or the return of a spring-loaded bolt, should be impeded by the fingers, otherwise broken cocks, mangled nipples, and broken firing pins may result." Don't say you haven't been warned!

Wheeling and dealing

Will Harris on transport

Trains and boats and planes travel happily in a multitude of children's books. The subject of transport is splendid instant social history. Interests of all kinds are satisfied: fashionable ladies sit perched in their open carriages; daring men climb into their cars to break speed records; pistons are held motionless in their cylinders while arrows surround them and point out the intricacies of two-stroke and four-stroke engines; horses plod reassuringly along canal tow-paths and so on. It is as romantic and technical as you want and provides outstanding value for illustrators.

It is not so easy for text-writers, however. Specific topics, as distinct from transport in general, run the danger of being too detailed and technical for young children, and the greatest skill of the writer lies in providing an accurate and sufficiently detailed text that will stretch lively, inquiring minds but will not be too difficult for younger or slower ones.

The big, glossy *Transport*, by Bill Gunston (Macmillan £2.95), one of a new series, is outstanding in the quality of printing and the photographs and pictures are beautifully reproduced. Bill Gunston's text is admirable but unsuitable for very young children who will nevertheless respond to the magnificent illustrations. Older children will be captivated by the pictures and thus easily trapped into the browsing kind of research that is the bane of class project work. I am not sure who will use this book, but I urge every school library to buy it.

My Big Book of Cars, Buses and Planes (Macdonald £1.75) is certainly intended for young children. It is an example of the sort of thing these publishers do rather well: simple, lively illustrations with informative text. But accuracy is sacrificed occasionally. I do not see why even very young children should be told that a bridge in Switzerland "is called a viaduct because it has several big arches". If the explanation

is too tricky better to leave it out altogether than offer a sloppy one like that.

Now for more specific books aimed at young children. There are three newcomers to the Franklin Watts First Look series, improvements on earlier books since they use full colour illustrations. *Boats and Ships*, *Motor Cycles and Bicycles* (each £1.95) are all admirable books with clear, concise texts. The absence of chapter or section headings allows one aspect to flow logically into the next, and the books work at two levels: they can be read straight through or used as genuine research tools. They are well indexed. These books will be useful to all ages in the junior school.

There's another book on bicycles from Franklin Watts, *Bicycles and Bicycling* by George Fichter (£2.25) is aimed at older children. It is a detailed, accurate book, well produced with clear type and black and white photographs. Although it calls itself *A First Book*, it clearly is not so in England, anyway. It might be in America where it was produced and where, for all its merits, I think it probably should have stayed. Some of the material is misleading, if not actually dangerous. Children in England, for example, are not taught to signal a right turn by holding up the left hand.

Now for trains. Macdonald has an excellent *Railways and Trains* by Christopher Pick (£1.50) aimed at older junior and young secondary children. The emphasis is on reference: the reader is told briefly how to use the index; the contents page gives a summary of each section under its heading, and there is a bibliography, including a section for younger readers, and suggestions for places to visit. The illustrations are excellent with several contemporary ones reproduced. There is much to discover in this book. I can also recommend *Exploring the Age of Steam* by Jonathan Rutland from Ward Lock (£1.65). This is for juniors though, again, the first

does not tell us how many submarines he has commanded or what was his worst moment, but his experience gives the text a quiet authority that is most satisfying. His phonetic transcription of "the hoarse voice of the diving alarm" seems to have benefited from the fact that he has heard it so often. *A-ooga! / A-ooga! / I like that*. But I do not like his assertions about the deterrent effect of submarines. Submarines, by Heinz Kurth (World's Work £2.50) is good too. The text is excellent, with smaller print employed for more detailed explanations accompanying his persuasively. The Rear Admiral



One of the hazards of travel in Stuart times is the subject of an illustration in R. J. Unstead's *Travel by Road* (A. and C. Black £1.95) which has many other excellent illustrations.

year in secondary schools might find it valuable. It explores the development of steam power from early pumping engines and machinery to steamships and steam cars. This is a short, concise book that deals well with a fascinating subject.

I have hitherto found submarines tricky to fathom. I do not know how many retired United States Navy Rear Admirals can write books for children, but J. B. Icken-hower can. His *Submarines* (Franklin Watts £2.25) is a fascinating book through which the voice of first-hand experience is heard most persuasively. The Rear Admiral

Finally, come some more detailed books for older children and adults. *Formula 1* by Sven Zettergren (World's Work £3.50) discusses the salient features of a multitude of racing cars in well written prose that does more than the excellent pictures can to convince this lay reader that one car, apart from its colour, is pretty much like any other. This is an enthusiast's book. Two more World Aircraft books (Volumen 3 and 4 in Sampson Low's series at £4.25 each) deal with aeroplanes of the Second World War and are technically detailed descriptions of aeroplanes arranged by countries. With the current vogue for swapping information about ceiling and range and wing-span and whatnot from modern versions of cigarette cards, many youngsters might delve happily into these excellent books. But they are aimed at older children and adults, and the more excellent work of reference. We get so used to Spitfires and Messerschmitts that we forget the Capronis and Kawasaki.

And that leads me on to motor-bikes. A Source Book of Motor-cycles by Denis Miller (Ward Lock £2.50) is a collection of brief technical descriptions of bikes arranged chronologically, beginning with an American Steam Cycle of 1885 and taking us into the Japanese Invasion. Source Book seems an odd title; apart from all the technical stuff about individual bikes there is only a brief general introduction. Many aspects of motor cycling simply don't appear, and the book suffers from rather faint photographs. But it will please bike buffs. I count myself a bike buff when I read *Motor Bike* by Mike Bygrave (Hamish Hamilton £1.35) on entertaining book that has set me grieving anew over my late lamented Honda. The pictures are splendid and the prose exuberant. Here indeed is a rich source of the romantic and technical stuff with which I began.

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Globe trotting

Philip Sauvain on peoples of the world

People of the Past series: The Incas. By John L. H. Macdonald. £1.95. 356 07472 1. Surviving Peoples series: Indians of the North American Plains. By Virginia Lull. £2.25. 356 07950 2. A Closer Look Book series: The Bedouin. By Fidelity Lancaster. Hamish Hamilton £1.95. 241 89859 1. Children's Reference Library: Countries of the World. By Keith Lye. Franklin Watts £3.95. 85166 680 9. Today series: China Today. By Richard Turner. £2.95. 7182 0438 1.

My immediate reaction, on glancing quickly through these books, is to congratulate the publishers concerned. The first four, aimed at the middle school age range, are all large-format books and splendidly illustrated throughout in full colour. Three of them vividly portray different ways of life. *Countries of the World* is essentially a reference book, while *China Today*, aimed at much older readers, presents an up-to-date picture of modern China.

The *Incas* has many eye-catching reproductions of the beautiful sequences of illustrations and modern photographs. Some phrases will cause difficulties to young readers such as "variety of regional cultures", "social pyramid" and "old Humboldt current" (a recent Mastermind question). None the less this is highly recommended as a very readable and attractive topic book.

Macdonald maintains the same excellent standard with *Indians of the North American Plains*. This is the first of a new series of books on "surviving peoples" (Eskimos, Zulus and Aborigines to follow). If the others are as good as this one they will, indeed, have achieved the aim of bringing "each culture vividly to life". A wealth of fascinating details has been packed into these pages and few children will be able to resist the pictures of Indian sign language or the picture signatures for Indian names such as "Bear-Look-Back" or "Bear-Come-Out". The book has a deeper purpose in that it takes the Indian point of view and uses some excellent original paintings, including an Indian picture of the Battle of Little Big Horn in 1876, with frequent quotations from Indian prophets, songs, sayings and reminiscences of great chiefs. In portraying the history of the Indian it does more than just capitalize on a child's interest in the subject; it portrays eloquently the fundamental conflict between two alien cultures.

The *Bedouin* maintains the high standard of presentation set by earlier titles in the series. It is a pity that the effect of oil on the economies of the lands through which the Bedouin roam is only hinted at in the main text and treated in detail on only one page out of 32. There are one or two confusing expressions and not many children will have the adjective "calendrical" in their vocabulary (nor do many dictionaries). *Countries of the World* has "been planned to help the child understand the world's lands and peoples". The production of this large hardback is first class: its crisp colour photographs and excellent maps offer good value for money. The text, however, does not match up to the quality of the visual presentation. The space given to each country seems to have been arbitrarily assigned with scant reference to their significance in the world and the descriptions of countries suffer from lack of space. Even so it is difficult to see why Verdi, Puccini and Rossini are listed under Italy when there is no mention of Bach, Beethoven, Brahms and Wagner under Germany, Tolstoy under the USSR or Shakespeare under the British Isles.

China Today has some interesting modern photographs in black and white and a text divided into 10 chapters of about 4,000-5,000 words apiece. The page of contents lists the chapter headings but they are of little value for those wanting specific information quickly (e.g. "Better Red than Dead" and "Learn from Tachai"). The lack of an index is a glaring omission. In its place, at the back of the book, there are five pages of "Who's Who", which explain who Ch'en Po-ta and Chi P'eng-fai are (among others) and a list of books. Presumably the author and publisher intend the book to be read from cover to cover rather than to act as a source of information on modern China. As such it can be highly recommended—but not for use below the sixth form.

All about baby-making

Peggy Heeks

Where did I come from? By Peter Mayle. Macmillan £1.95. 333 24178 9.

The Human Body. By Joanna Howard. Macdonald Educational £1.95. 356 05809 3.

The Body Book. By Claire Rayner. C. Wizzard/Deutsch £2.50. 233 96989 6.

"A gentle dumpy sort of tickle. It's like having 'a really big sneeze'." It's like scratching an itch but a lot nicer. What is being described? This season's favoured information topic—sexual intercourse.

The quotations are from a book designed to "explain orgasm to a seven year old", an aim to challenge any writer. Regardless of the accuracy of the descriptions (and we won't venture on making any judgments by saying that it's never struck me that way), the phrases tell us a great deal about the stance their author, Peter Mayle, considers appropriate in talking to children about sex. His book, *Where did I come from?*, is subtitled "The facts of life without any nonsense" and shows, in its snappy design, comic cut characters and personal tone that it is on the child's side.

The text begins: "This book is for you", and ends: "There's a good reason why your mother and father went through it all: it was all done for you". The personal tone is so strong that it inevitably evokes a personal response. The book is honest, straightforward, and clear.

approach reminds one of a prime minister addressing the Trades Union Congress. Here is a man you can trust, even though he's trying to describe at nursery level something better left to Lawrence or Wagner. It is hard to ignore information presented in this close-concise manner. Now when you think how big the baby is and how small the opening is, you can imagine...

Part way between the coolness of *The Human Body* and the costliness of *Where did I come from?* lies *The Body Book*, by Claire Rayner. The author's nursing background ensures accuracy: her experience in journalism, radio and television has provided experience in popularizing the complex. The publishers are known for relaxed books with emphasis on visual presentation.

This approach is personal yet matter-of-fact, with an eye on reader participation. Space is given to the interesting detail but not to the complexities. Only rarely does Claire Rayner topple into the ridiculous as, describing "the journey from your mouth to your bottom", she sums up: "Isn't it lovely that something as important as eating should be so much fun?" The jolly pictures imply a young audience, but even they might have appreciated a few technical terms. After a few paragraphs of baby-making bits, baby-making place and baby-making hole, the need for alternatives is obvious.

The Human Body, part of Macdonald Educational's New Reference Library, and designed for nine to 13-year-olds, doesn't attempt to describe sensations but sticks to physiological sequences. This modest book, of some 40 pages, manages to cover not only the expected functions such as breathing, digestion, reproduction, but related topics such as communication, heredity, aging. As well as an index and a very full contents list, the author, Joanna Howard, provides a glossary, a book list and a note of relevant organizations. Coloured pictures break and extend the text, while coloured diagrams amplify it. The diagrams are generally clear and helpful (apart from one of the digestive system where the anus looks like a penis), but a few of the photographs seem to be thrown in to fill up space rather than advance the text.

In spite of some marginal weaknesses this is a highly commendable book. New when you think how little in the old "four R's" reference library will be left in no doubt as to the advance in the quality of information books over the last decade.

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Pictures telling stories?

Mary Jane Drummond on an abridged 'Golden Bough'

The Illustrated Golden Bough. By Sir James George Frazer. General editor Mary Douglas. Macmillan £7.95. 333 24492 3.

The Illustrated Golden Bough is a misleading title, since the business of illustrating a history of primitive religion must have been simple enough; it is much more remarkable that there is a new abridgement of the million and a half words that comprise the third edition of *The Golden Bough*.

Indeed abridgement hardly seems a word for a term for what has been done to Frazer's meandering pilgrimage through what he called "the far-spreading fields of primitive thought". Three volumes have been reduced to 250 pages, of which not more than a dozen are without illustrations. What remains of the original text, therefore, is only a tiny fragment, although original it is, since Sabine MacCormack, who made the abridgement, has preserved "almost verbatim" Frazer's own wording.

Dr MacCormack has added a brief editorial note at the end of the book, in which she explains the principles by which she made her selection. She has tried to be guided by Frazer's central theme by reducing the overwhelming quantity of evidence he offered. In this edition,

theory and evidence are present in roughly equivalent proportions, unlike the much longer abridgement made by Frazer himself, which is still available in paperback.

This volume is presumably intended to introduce Frazer to new readers, but in the absence of footnotes or bibliography the only concession to the novice is a short introduction by Professor Mary Douglas. She argues here that it is important to see Frazer as representative of a period, as a nineteenth-century classicist, exploring one of the great contemporary puzzles. Unfortunately, her introduction fails to set Frazer in his intellectual context and makes a poor beginning for any would-be anthropology student. For example, there is no mention of Tylor, whose ardent disciple Frazer was, nor is there any indication of the achievements of other contemporary writers studying primitive thought and religion. Professor Douglas suggests that Frazer's contribution was unique.

If the introduction is a disappointment, the illustrations are something worse. They effectively undermine the expressed purpose of the book, to lead "even a few to an appreciation of the achievement of *The Golden Bough*". In being so numerous, so eclectic, and so heavily captioned, the student in a hurry might be excused for assuming that

the pictures and captions carry much of the meaning of the volume. In fact, they are often redundant or trivial.

For example, a photograph of "Serapis, the son of the Egyptian goddess Isis, seen through a modern telescope, three exposures" does nothing to illustrate the relation between "Man and the Universe". Photographs of "Holloway Prison" ("Tabooed Acts and Persons") and "Arsenal v Stoke" ("The Saturnalia and Kindred Festivals") are similarly nugatory. My own favourite reveals "The Relativity of knowledge" by juxtaposing an eighteenth-century engraving of a chemist's laboratory and a twentieth-century photograph of a lot of test-tubes in the Laboratory of Chromatography, Oxford. These illustrations degrade illustrations, besides distracting the patient reader (as Frazer endearingly addresses one) from *The Golden Bough* itself.

The text is a welcome relief, with its elegant style, out-dated mannerisms and theories; it is still an important work in its own right. Yet somehow it has been denatured by abridgement. The essence of *The Golden Bough* is that it is very long. Like Proust and Spengler, this book is very short: illustrations and introductions are no substitute for substance.

Towed by bats...

David Self on witchcraft

Witches and Wizards. By Elizabeth Cooper. Macdonald Educational Topic Books £1.75. 356 05451 9.

Exorcism. By Olga Hoyt. Watts £2.75. 531 01480 0.

Witchcraft and Magic. By Pat Hodgson. Wayland £2.95. 85340 618 9.

"It is the dead of night and the moon casts an eerie light over the castle and the gnarled trees around it. Witches and wizards are riding in on brooms, forked sticks and on the backs of animals. The first thing they must do is bow before the horned devil who sits up high on a throne. Then the celebrations begin..."

So *Witches and Wizards* describes a witches sabbat. But this Macdonald Educational Topic Book doesn't stop there: it includes a double page, full colour spread that will actually allow you and your mixed juniors to hold a sabbat in the comfort of your own classroom. It's presented as a sort of snakes-and-ladders (or more accurately, broomsticks and cauldrons) game, with instructions such as "stop to

pick foxgloves: miss a turn" and "towed by bats: move on three", and (best news of all) whenever you pass fairies safely, you have another turn.

Superficially a colourful, "fun" book, it is also a very dangerous mixture of fact and fiction. On one page we are being shown how to make a flannel and Gretel house out of 22 toilet roll tubes; on another we are told exactly what words to say to put a curse on someone, and that we can protect ourselves from witches if we eat marigold flowers for breakfast. Between such information there are a number of straight-faced accounts of famous witches and witch-hunters.

Obviously witchcraft is a part of our heritage; it has a place in our history. Obviously it can form a springboard for topic work in school. But it does seem to me that it is best treated with healthy laughter and scepticism or (at another level) with proper historical insight.

It is fair enough to suggest that young children make cut-outs from black cardboard at Halloween but to suggest in the same breath that witches were quite nice people really, that their curses worked and

that black magic is fun is to take the first steps towards a surrender to the powers of darkness (which exist so long as you treat them seriously). It is not enough to dismiss *Witches and Wizards* as "just" a children's book about harmless superstitions. By accepting the superstitions uncritically, it preserves their power.

A much nastier book is Olga Hoyt's *Exorcism*. It explores many of the more sordid aspects of the subject in a pseudo-moral way, implying that it is the kind of thing you don't want to read about so read on to find out why. I cannot see why any publisher should direct such a superficial working over of cases of apparent devil-possession to young readers. It is particularly disturbing to find that it concludes with an uncritical description of Peter Blau's explanation of the subject in *The Exorcist*.

For those who really do want a reference book for the school library on magic and the occult, there is a much safer bet in Pat Hodgson's handsome, excellently illustrated and refreshingly low-key *Witchcraft and Magic*. Written with precision and healthy objectivity, this is a book which, thank goodness, avoids being either flippant or lurid.

Round and round and carol and song

Peter Fanning on music

If you haven't already made up your list of carols for the end of term, you could do a lot worse than to browse through the pages of Merrily to Bethlehem (A and C Black £2.95), "A Very Unusual Carol Book". But that merry collection is not quite as unusual as it claims to be. Wenceslas and Come All Ye Faithful aren't there, but we do get The Cherry Tree Carol, The Gloucester Wassail and Willie's Pile and Drum, together with a lilting clock-ensemble version of Away in a Manger by Herbert Chappell.

The other songs vary from rousing Calypso (Mary's Boychild, but given a Puerto Rican and a Provencal flavour) which Bizer punched as a theme in *L'Arlesienne*. Some of the rhythms may take a while to cope with and not every carol is a masterpiece. But the overall tone is one of simplicity, with the accent on what is singable and fun to sing. Chords for guitar are always included and sometimes music for recorder and tubular bells. No doubt the Merrily to Bethlehem will be singing and playing away this year, but you want to

wonderful point from which to begin.

The Great Song Book (Ernest Benn £5.95) is very much the mixture-as-before. "A collection of the best loved songs in the English language", it was originally published in Switzerland. Which might account for why chaste rhymes like Little Boy Blue crop up in the same volume as I am a Bachelor and A Rovin'. Why, indeed, does the weaver's son remind him of that fair young maid? Otherwise, it's a pleasing and well-presented anthology, with trays of wash colour pictures of the Mother Goose variety. It's a pleasure to rediscover The Farmer's Boy and to find the real words of The Ash Grove.

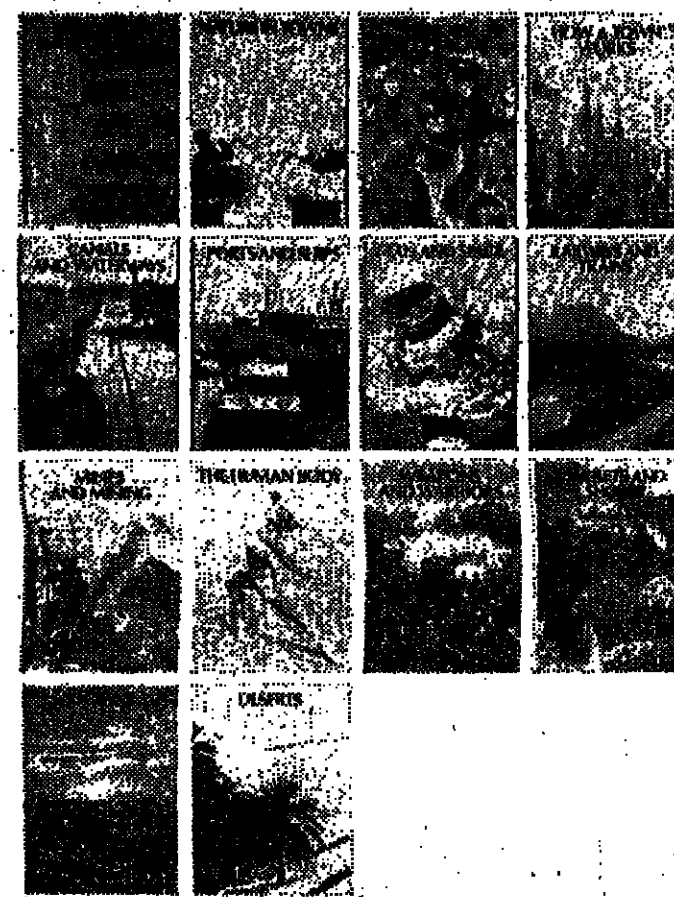
No sooner had I opened Jane Yolen's book *Rounds about Rounds* (Franklin Watts £2.95) than my guests at dinner, with trays of wash colour pictures of the Mother Goose variety. It's a pleasure to rediscover The Farmer's Boy and to find the real words of The Ash Grove.

Frère Jacques in four different tongues.

Alongside the rounds there are tags and information, vaguely thematic in style; they are maybe intended to encourage singers who get lost while their bolder fellows plough on. But rounds have such a compelling fascination that this charming book is certain to meet the success in every age group which it surely deserves.

Ernest L. Nodel's *Singing and Dancing Games for the Very Young* (Ward Lock £3.50) will be invaluable, whether you are sitting at home with a single child or faced with a class of 40 four-year-olds. The games are simple and both the instructions and music are very clear. They range from gentle ordinating rhythms ("who's that tapping at my window?") to early big-band (Duke's Rag). There are folkies and easy musical stories. Musical Games for All Ages (Ward Lock £3.50) takes the range up to 12-year-olds. It is less satisfactory. It covers such a span from finger exercises to tarantulas, square dances and carousels that it does not make a logical progression from early music to modern music, movement and mime.

Want a new reference library?



This is it.

By now you will probably have seen some of the exciting titles in Macdonald Educational's major new series of children's reference books. Entitled New Reference Library, they combine up-to-date and accurate information with detailed, colourful illustrations and photographs.

Each topic has been carefully researched and the books are designed to provide easy access to information. Standard features include a detailed contents list, index, bibliography and activities guide. Over 50 titles have been planned, providing an ideal source for project work on a variety of subjects. Twelve titles have already been published; two more are due in November. They cost £1.50 each. Write to The Educational Sales Department (A67), Macdonald Educational, Holywell House, Worship Street, London EC2A 2EN for further information, or ring The Schools Information Service on 01-247 0121.

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Beautifully illustrated by children who live in this country but were born in the Indian sub-continent. "As a gallery of children's artistic efforts it is impressive and enjoyable as an elementary peep at another culture. It is surprisingly rich in detail."
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A series for 8-13 year olds which aims to encourage an understanding of people from different cultural backgrounds. Each book is about a real family and is illustrated with photographs showing their daily lives.
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Edited from tapes by Alex Henley
The Crossfields live in London
Adam & Charles Black

Mum, Dad and Auntie come from Jamaica but the children were born here.
£1.95 net 07136 1830 2

Gypsy Family
Mary Watson
Winner of The Other Award
£1.50 net 07136 1831 0

Leicestershire

GARENDON BOYS' HIGH SCHOOL,
THORPE HILL, LOUGHBOROUGH
(A LEICESTERSHIRE PLAN 11/14 HIGH SCHOOL)

HEADSHIP
GROUP 9

Head required April.

The post offers fine opportunities for someone with enthusiasm, ideas and imagination, a lively interest in curriculum development and a concern for the educational needs of the individual child. Vacancy due to the retirement of the present Headmaster.

It is expected that the school will become co-educational in Autumn 1981.

Details on request (S.A.E.).

Apply (no form) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, not later than 31st October.

Education Committee

Head teacher

The Joseph Whitaker Comprehensive School,
Warpole Lane, Rainworth, Mansfield,
Nottinghamshire, NG21 0AG

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.

Number on roll: 1,418 (including 70 Sixth Form).
Salary Group: 12.

Vacant: Summer Term, 1979.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing date: 3rd November, 1978.



Nottinghamshire
County Council

Friesland School, Sandiacre

Applications are invited for the Headship of this school, situated in modern buildings, some eight miles from Nottingham and Derby. Friesland is a coeducational comprehensive school with approximately 900 children on roll aged 11-18, and a good record of achievement at GCE and CSE examinations.

Salary Group 10
Closing date for applications: 3 November, 1978.

Application forms and particulars for the above post (S.A.E. foolscap please) from the Director of Education, County Offices, Matlock.

Derbyshire

NORTH YORKSHIRE
COUNTY COUNCILALLERTONSHIRE SCHOOL
(Comprehensive)

Applications are invited from suitably qualified men or women for appointment as

HEAD

of this co-educational comprehensive school for pupils aged 11-14. The post falls vacant on the retirement of the present Head on March 31, 1979. The school, which serves the town of Northallerton and the surrounding rural area, has about 1,100 pupils on roll. Salary on appointment will be in accordance with Group 10.

Further details and application forms (returnable by November 6, 1978) are obtainable on receipt of S.A.E. from the County Education Officer, Room 143, Church Hall, Northallerton, DL7 8AE.

SECONDARY
Deputy Headships
continued

NORFOLK

Applications are invited for the post of Deputy Head of the following schools:

ST. ANDREW'S CATHOLIC SCHOOL, NORWICH
The school is a Roman Catholic secondary school for boys and girls, aged 11-18, with a roll of about 1,000. The post is vacant on the retirement of the present Deputy Head on 31st October 1979. The successful candidate will be required to have extensive experience in the management of a large secondary school and to be a member of the Roman Catholic Church.

ROTHAMPTON

Applications are invited for the post of Deputy Head of the following schools:

ST. ANDREW'S CATHOLIC SCHOOL, NORWICH
The school is a Roman Catholic secondary school for boys and girls, aged 11-18, with a roll of about 1,000. The post is vacant on the retirement of the present Deputy Head on 31st October 1979. The successful candidate will be required to have extensive experience in the management of a large secondary school and to be a member of the Roman Catholic Church.

SOMERSET

Applications are invited for the post of Deputy Head of the following schools:

ST. ANDREW'S CATHOLIC SCHOOL, NORWICH
The school is a Roman Catholic secondary school for boys and girls, aged 11-18, with a roll of about 1,000. The post is vacant on the retirement of the present Deputy Head on 31st October 1979. The successful candidate will be required to have extensive experience in the management of a large secondary school and to be a member of the Roman Catholic Church.

STAFFORDSHIRE

Applications are invited for the post of Deputy Head of the following schools:

ST. ANDREW'S CATHOLIC SCHOOL, NORWICH
The school is a Roman Catholic secondary school for boys and girls, aged 11-18, with a roll of about 1,000. The post is vacant on the retirement of the present Deputy Head on 31st October 1979. The successful candidate will be required to have extensive experience in the management of a large secondary school and to be a member of the Roman Catholic Church.

Remedial Posts

Heads of Department

ESSEX

Applications are invited for the post of Head of Department of the following schools:

ST. ANDREW'S CATHOLIC SCHOOL, NORWICH
The school is a Roman Catholic secondary school for boys and girls, aged 11-18, with a roll of about 1,000. The post is vacant on the retirement of the present Head of Department on 31st October 1979. The successful candidate will be required to have extensive experience in the management of a large secondary school and to be a member of the Roman Catholic Church.

HEAD OF DEPARTMENT

Applications are invited for the post of Head of Department of the following schools:

ST. ANDREW'S CATHOLIC SCHOOL, NORWICH
The school is a Roman Catholic secondary school for boys and girls, aged 11-18, with a roll of about 1,000. The post is vacant on the retirement of the present Head of Department on 31st October 1979. The successful candidate will be required to have extensive experience in the management of a large secondary school and to be a member of the Roman Catholic Church.

NORFOLK

Applications are invited for the post of Head of Department of the following schools:

ST. ANDREW'S CATHOLIC SCHOOL, NORWICH
The school is a Roman Catholic secondary school for boys and girls, aged 11-18, with a roll of about 1,000. The post is vacant on the retirement of the present Head of Department on 31st October 1979. The successful candidate will be required to have extensive experience in the management of a large secondary school and to be a member of the Roman Catholic Church.

BUCKINGHAMSHIRE

Applications are invited for the post of Head of Department of the following schools:

ST. ANDREW'S CATHOLIC SCHOOL, NORWICH
The school is a Roman Catholic secondary school for boys and girls, aged 11-18, with a roll of about 1,000. The post is vacant on the retirement of the present Head of Department on 31st October 1979. The successful candidate will be required to have extensive experience in the management of a large secondary school and to be a member of the Roman Catholic Church.

SOMERSET

Applications are invited for the post of Head of Department of the following schools:

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EDUCATION COMMITTEE

Head of
Curriculum Unit
Gifted Children

Salary scale: Headteacher Group 9

The Nottinghamshire Education Committee is proposing to introduce in the Beeston and Stapleford area of the county a scheme to extend and enrich the education of very able and gifted pupils. The part of the county to be served by the scheme has recently been reorganised on comprehensive lines. The Head of the Unit which will be based at the George Spencer Comprehensive School, Stapleford, will have a key role in establishing the unit and in working in close consultation with the schools in the area to set up and lead the scheme.

The successful candidate should have appropriate teaching experience of very able and gifted children and the ability to lead a team of consultant teachers. He/she will be a member of the Authority's team of inspectors.

Application forms and further details are available from the Director of Education (SCH16), Education Department, County Hall, Nottingham NG2 7QP. Closing date: 3rd November, 1978.



Nottinghamshire
County Council

CITY OF BIRMINGHAM
EDUCATION COMMITTEE
WARREN FARM SCHOOL
Dulwich Road, Birmingham B44 0EWDEPUTY HEADSHIP
(GROUP 10)

Salary: £3,792 to £7,479 plus S.P.S. Allowance

The person appointed will be required to join the Senior Management Team of this Comprehensive School of 782 pupils in January, 1979, or as soon as possible. The duties of the post will include responsibility for Girls' Welfare and Discipline.

Further particulars and application forms may be obtained from the Headmaster, Mr. A. M. Wickstead, and should be returned to him at the School by Friday, the 3rd November, 1978.



BIRMINGHAM
CITY COUNCIL

BOROUGH
OF
HARINGEYTHE SOMERSET SCHOOL (Group 11)
White Hart Lane, London, N.17

(Voluntary Controlled Comprehensive School for Boys 11-18)

Required for January or April 1979:

Head of
Compensatory Education

Senior Teacher Scale.

Applications are invited from experienced and well-qualified teachers for the above post. Candidates will need to be able to advise the senior staff both pastoral and academic on the curricular and organisational requirements of pupils with special educational needs as defined by the Warnock Report. This post also involves co-ordinating the planning of appropriate courses for such pupils within a balanced curriculum, the setting up of a resource centre to serve the school and the programme and the establishment of an alternative education unit within the school.

Salary: £2,414 to £2,814 (plus S.P.S.) and London Allowance (£2414) payable.

Further details and application forms available from the Chief Education Officer, Somerset Road, London, N.17 (S.A.E.) to be returned to the Head of School by 3rd November, 1978.

SECONDARY
Remedial Posts
continued

WEST SUSSEX

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HARVING

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NOTTINGHAMSHIRE

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THURSE

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Scale 1 Posts

BEXLEY

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STAFFORDSHIRE

HILLINGDON
 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 9

(Holl. and Glick)
 90 St. Mary's Lane, Fremont
 1940
 Married December, 1940 -
 RICHARD, M. B. b. 1941, 8-
 with mother, living in 1947.
 Information for the above furnished
 by A. C. Glick.
 b2 b7C one other
 copy. Letters of introduction to the
 teacher union and community
 and school authorities.

Study by letter to the Administrator
in first instance, among con-
ditions and then telephone.

1946-1948 SECRETARIAL BUREAU
of the
Military Service, Washington
1946-1948

See on 50th Street
1946-1948

Scale 1.2 dependent upon

of teachers' salaries for that appointment must initially be set on a par with previously in effect teaching remuneration is satisfactory.

Application forms and further particulars may be obtained from the level in the school to which employment is desired. Applications should be returned to school (please).

B.A.E.

(Roll 1,400)
 Fyfield Road, Chipping Ongar
 LMS OAW
 Tel.: Ongar 5238
MODERN LANGUAGES
 Issued January, 1979.
 TEACHER of GERMAN and
 FRENCH, able to teach both
 languages in years one to
 three, up to "C" level, in

Apply by letter giving names of two referees, to the liquidator at the school.

WEST HATFIELD HIGH SCHOOL
Hill 1,400
High Road, Chigwell

Telephone: 01-504 8215

FRENCH
Required for January 1979.
A young FRENCH GRADUATE
in FRENCH with subsidiary
subjects English and
European Studies. A person
of drive and initiative required
to teach across the ability
range including a share of
sixth-form work. The depart-
ment organizes visits abroad
and the person appointed should
be capable in play a leading

developing comprehensive with a sixth form of 300.
Applications to Headmaster
and enclosing a curriculum
vite. F.O.R. S.A.B.
please.)
WESTCLIFF HIGH SCHOOL
FOR GIRLS
(Hall 830—200 in Sixth Form)
Kenilworth Gardens
Westcliff-on-Sea

Required for January, 1970.
A GRADUATE to teach 11th-12th
MAN throughout the school.
German is the second modern
language in the school but
the teacher has a good interest in
the subject with 25 girls at
present taking the course to
A level. This is a tem-
porary appointment in the first

Please apply by letter to the Headmaster giving full curriculum vitae and the names and addresses of two referees.

**GLOUCESTERSHIRE
CHARLTON KINGS COUNTY
SECONDARY SCHOOL**

CLAUDE H. FRENCH, required
from January 1, 1976, to reach up to
the "O" level standard. Scale 1.
Applications by letter to the Head-
master as soon as possible.

GLOUCESTERSHIRE
CHILTERNHAM BOUNDSIDE
SCHOOL
Warden Hill Road,
Chiltenham

Required from January 1979.
Temporary full-time TEACHER of
FRENCH to cover present post-
holder on maternity leave. A
vacancy for a permanent appoint-
ment may occur in this department.

Only with curriculum vitae to the
headmaster with two referees on
closing S.A.E.

SOUTH EAST AFB
WAKEFORD SCHOOL
Wakeford Way, Naval P.O. Bldg.
12, 15 United Comm. Protective
(1, 128 on roll)
Required for January, 1971
(initially for two terms only). IFA
CHIEF of FRIENDLY throughout the
school to local with some
Local School GERMAN—Scots 1.
Send curriculum vitae, names of
two referees and stamped ad-
dress envelope to the Head.

HARINGEY
(London Borough of)
Nelly Road, L19 8BN N17 8JN
Mixed Comprehensive School of
11-18 pupils for the age range
Required for January, 1970.
A TEACHER of FRENCH to join an
enthusiastic team of specialists.
Persons registered with the French
Community Councils throughout the area
may communicate with the school.


For the first three years and a flexible approach is essential. Knowledge of the use of Audio-visual equipment would also be desirable.

Supply in the upper school area provided for C.S.E. and O level examinations and pupils would undertake examination work without an advantage.

London Allowance: £374.
Social Priority Allowance: £201/
£575.

by letter to the Commission in the
 1944 magazine, giving birth details
 of children born and appearance
 together with the names of two
 referees.
 Attached hereto is 100 per cent
 followup.

Lancashire



County Council

LANCASHIRE EDUCATION COMMITTEE

Closing date : 30th October 1978.

Primary and Special School. For application form send stamped addressed footcap envelope to Chief Education Officer, P.O. Box 81, County Hall, Preston PR1 2RU.

Secondary Schools. For further details from and returnable to the Headteacher at the School, S.A.E. please.

PRIMARY SCHOOL

HEADSHIP

BURNLEY, ST. JOHN'S R.C. INFANT SCHOOL
Roll 145
1st January, 1979.
Group 4.

SPECIAL SCHOOLS

DEPUTY HEADSHIP

THE LOYNE, LANCASTER
Roll 73. Ages 5-16.
1st January, 1979.
VOS(5).
Expected in planning of the curriculum and language development, plus ability to work with adolescent group of children.

SECONDARY SCHOOLS

SECOND DEPUTY HEADSHIP

BURNLEY, WALSHAW HIGH SCHOOL, EASTERN AVENUE
Roll 950 Girls, 1,156 boys.
1st January, 1979.
Group 10.

HEAD OF DEPARTMENT

NELSON, WALTON HIGH SCHOOL, OXFORD ROAD
Comprehensive (800 mixed)
1st January, 1979.

HEAD OF HOME ECONOMICS

SCALE 3

SCALE 1 POSTS

HEYSHAM HIGH SCHOOL, LIMES AVENUE
11-16 year Comprehensive, 1,200 on Roll.
1st January, 1979.
English and some General Subjects.

FLEETWOOD (BESKETH) HIGH SCHOOL, FOUNTAIN ROAD
1,000 on roll, 200 in Sixth Form.
January, 1979.
Woodwork and Craft Subjects.

BLACKPOOL, HIGHFIELD HIGH SCHOOL, HIGHFIELD ROAD
1,040 (mixed)
January 1979.
General Science.

BLACKPOOL, GREENLANDS HIGH SCHOOL, BISPHAM ROAD
1,400 girls, 70 Sixth Form
January 1979.
Mathematics.

PILWORTHAM PRIORY HIGH SCHOOL, CROW HILLS ROAD
1,082 (mixed)
1st January, 1979.
English.

ORMSKIRK, CROSS HALL HIGH SCHOOL, WIGAN ROAD
1,400, 11-16 (mixed)
January, 1979.
Home Economics.

BURNLEY ST. HILDA'S R.C. HIGH SCHOOL, COAL CLOUGH LANE
Roll 657 Girls (11-16 years)
1st January, 1979.
Home Economics.

BURROUGH PRIORY HIGH (S14) TREVOR ROAD, ORMSKIRK
January, 1979.
Combined Science to Lower Forms and Physics to D.S.E. and 'O' level.

SALFORD, FEARNES COUNTY SECONDARY, (1,260) FEARNES MOSS, STAKEFLEDS
1st January, 1979.
Mathematics.

PERIPATETIC INSTRUMENTAL MUSIC SERVICE

2 POSTS

Spring Department: (1) Cello; (1) Violin/Viola.
(Applications invited from teachers seeking first posts).

Scale 1 or 2.

For further details from: Chief Education Officer, County Hall, Preston. (Ref. 87/MAM)

READING AND LANGUAGE SERVICE

BURNLEY READING AND LANGUAGE CENTRE SWINDON STREET
Peripatetic remedial teaching with some responsibility for organisation of the Centre.

SCALE 3

For further details from: District Education Officer, 14 Nicholas Street, Burnley.

KNOTT END SAILING CENTRE

Senior Tutor.
(Burnham Scale 3).
Candidates are invited from qualified teachers holding minimum sailing qualifications of N.S.S.A. Sailing Master/Senior Instructor with Total Water endorsement and preferably to level of Coach.
Candidates will offer residential and non residential courses for Lanchashire teachers and pupils in sailing on the tidal waters of the Estuary.
For further details from: Chief Education Officer. (Ref. 87/MAM)
P.O. Box 81, County Hall, Preston, S.A.E. please. Closing date 30th October, 1978.

Bill in life



NURSERY EDUCATION

HEADSHIP

Headship and Nursery Education, for Dorset Garden Nursery School.

SPECIAL EDUCATION

BOARDING SCHOOLS

Headship and Nursery Education, for Dorset Garden Nursery School.

METROPOLITAN BOROUGH OF STOCKPORT

Required for January, 1979.

SECONDARY

Headship and Nursery Education, for Dorset Garden Nursery School.

ASSISTANT TEACHER-FACULTY OF PHYSICAL SCIENCE

(Ref. 863/7ES)

Scale 1 STAP

To teach Physical Science mainly in the Lower School where the course is largely taken from the Nuffield Combined Science and the Scottish Integrated Science courses.

Ability to teach C.S.E. Chemistry is desirable. Opportunities to teach more advanced work will exist in the future.

ASSISTANT TEACHER-FACULTY OF ENVIRONMENTAL SCIENCE

(Ref. 866/7ES)

Scale 1 STAP

A Graduate teacher to teach within the Faculty of Environmental Science at all levels. An ability to teach both Biology and Environmental Science to 'O' level is essential. 'A' level work will be available.

ASSISTANT TEACHER-TEMPORARY

(Ref. 866/7ES)

Scale 1 STAP

Temporary teacher of Design, required during the absence of the permanent post holder with particular interest in fabric and able to offer assistance with food and nutrition in the Home Economics Department. The Department operates within a Design Faculty and the successful applicant would be expected to be a member of a team teaching Design to C.S.E. and 'O' and 'A' level standard and teach Needlework to 'O' level. Other responsibilities of the post are 3rd Year Form Tutor, 4th Year Cookery Club, Rounders, Netball and Cross Country—3rd Year Groups after school.

KINGWAY SCHOOL, FOXLAND ROAD, CHEADLE

Required for January, 1979, or earlier if possible.

GRADUATE TEACHER OF FRENCH WITH SUBSIDIARY GERMAN

(Ref. 861/7ES)

Scale 1 STAP

A Graduate teacher of French with subsidiary German is required who will also share the teaching of modern languages throughout the school in the 11-16 age range. The successful candidate may be required to make a contribution to 'A' level work. Facilities include a 32-bottle Tandberg Language Laboratory.

UNLESS OTHERWISE STATED, applications from the Headteacher (quoting reference) and return form to the Headteacher at the school by 30th October, 1978. If you require an acknowledgment please enclose S.A.E.

SECONDARY Physical Education continued

BERKSHIRE

Headship and Nursery Education, for Dorset Garden Nursery School.

BRADFORD (City of)

Headship and Nursery Education, for Dorset Garden Nursery School.

BRISTOL

Headship and Nursery Education, for Dorset Garden Nursery School.

CALDERDALE

Headship and Nursery Education, for Dorset Garden Nursery School.

DERBYSHIRE

Headship and Nursery Education, for Dorset Garden Nursery School.

ESSEX

Headship and Nursery Education, for Dorset Garden Nursery School.

GLoucestershire

Headship and Nursery Education, for Dorset Garden Nursery School.

Hampshire

Headship and Nursery Education, for Dorset Garden Nursery School.

Hertfordshire

Headship and Nursery Education, for Dorset Garden Nursery School.

Humberside

Headship and Nursery Education, for Dorset Garden Nursery School.

Leeds City Council

Headship and Nursery Education, for Dorset Garden Nursery School.

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Leeds City Council

Headship and Nursery Education, for Dorset Garden Nursery School.

LINCOLNSHIRE

ASSISTANT TEACHER

Headship and Nursery Education, for Dorset Garden Nursery School.

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Headship and Nursery Education, for Dorset Garden Nursery School.

ASSISTANT TEACHER

Headship and Nursery Education, for Dorset Garden Nursery School.

Scale 1 Posts

BIRMINGHAM

Headship and Nursery Education, for Dorset Garden Nursery School.

BIRMINGHAM

Headship and Nursery Education, for Dorset Garden Nursery School.

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Headship and Nursery Education, for Dorset Garden Nursery School.

BARKING

ASSISTANT TEACHER

Headship and Nursery Education, for Dorset Garden Nursery School.

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Scale 1 Posts

BIRMINGHAM

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Headship and Nursery Education, for Dorset Garden Nursery School.

BIRMINGHAM

Headship and Nursery

COUNTY OF SOUTH GLAMORGAN

Required for January, 1979:—

FITZALAN HIGH SCHOOL
Cardiff (11 to 18 Comprehensive, 12-form-entry)
MUSIC/WELSH: Scale 1

To teach mainly in the Lower and Middle Schools.

LLANISHEN HIGH SCHOOL
Cardiff (11 to 18 Comprehensive, 9-form-entry)
ECONOMICS: Scale 2

To take responsibility for the teaching of Economics, preferably with some Junior History. Applicants for this post should submit their curriculum vitae by letter within seven days of the appearance of the advertisement.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement. E. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.



REQUIRED FOR 1st JANUARY, 1979, or as soon as possible.

Applications are invited from qualified teachers for the following vacancies:—

CALDICOT COMPREHENSIVE SCHOOL (11-18)

PHYSICS, Scale 2, for suitable candidate.

NEWTOWN COMPREHENSIVE SCHOOL (11-16)

PHYSICS—ability to teach some Chemistry an advantage.

NEWTOWN BETTWS COMPREHENSIVE SCHOOL (11-18)

MATHEMATICS to 'O' level. Other examination work available if required.

NEWTOWN DUFFRYN COMPREHENSIVE SCHOOL (11-18)

ENGLISH with special qualifications in Drama.

PONTLAFRAITH COMPREHENSIVE SCHOOL (11-16)

(a) HOME ECONOMICS—Teacher from a recognized Home Economics College to teach the subject to 'O' level.

(b) WELSH—to be responsible for and teach the subject to 'O' level.

ST ALBANS ROMAN-CATHOLIC COMPREHENSIVE SCHOOL, PONTYPOOL (11-18)

MATHEMATICS—Graduate preferred who is also able to offer some Physics/Chemistry. Some examination work available.

Application forms and further details available for this post only from the Headmaster, St. Albans Roman Catholic School, The Park, Pontypool, Gwent. Forms to be returned to the Rev. V. Evans, Correspondent Manager, 48, Winston Path, Felstead, Essex, S.S. 11 2JN.

Application forms and further information for the above appointments in the Education Department may be obtained on receipt of an a.s.c. from the Director of Education, Gwent County Council, County Hall, Cwmbran, Gwent, NP23 5XS, to be returned to the Headmaster of the school concerned by 3rd November, 1978.

All applicants will be required to submit a satisfactory medical report on appointment.

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Social Studies

Other Posts on Scale 2 and above

AVON COUNTY

WINDSOR HIGH SCHOOL

History, Scale 2

WINDSOR HIGH SCHOOL

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UNIVERSITIES

Appointments continued

SURREY
The University of Surrey is seeking applications for a post of Lecturer in the Department of Physics. The post holder will be responsible for the teaching of physics to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

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The University of Surrey is seeking applications for a post of Lecturer in the Department of Physics. The post holder will be responsible for the teaching of physics to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

Deputy Principal EGERTON HOUSE COMMUNITY HOME

JNC GROUP 2, £5,804-£7,155 p.a.

A Deputy Principal is required at the above Primary Junior Community Home accommodating 27 Boys between the ages of 8 and 12 years. The Home is set in delightful grounds in the small country town of Brockley. The Deputy Principal will be specifically responsible for organising review meetings and case conferences, and overall management of the care staff. Applicants should have had substantial experience in residential social work and must hold an appropriate qualification. A pleasant three bedroomed flat is available at a rent of £204 p.a. For an informal discussion telephone Gordon Wright, Principal, Brockley 702375. Application forms and details from the Personnel Officer, County Hall, George Row, Northampton. Closing date 1 November 1978.

Northamptonshire Social Services

LIVERPOOL INSTITUTE OF HIGHER EDUCATION

(A federation of Christ's, S. Katharine's and Notre Dame Colleges)

**APPOINTMENT OF
RECTOR**

Applications are invited from suitably qualified and experienced persons who are practising Roman Catholics or Anglicans for the post of Rector of the new Liverpool Institute of Higher Education. The Institute, comprising the three Voluntary Colleges of Christ's, S. Katharine's and Notre Dame Colleges, offers a unique and exciting educational and social venture. Course programmes, B.E.D., B.A. and Diplomas, are validated by the University of Liverpool to which the Colleges are affiliated. It is expected that the salary will be £12,500 and that the successful applicant will be able to assume the office by April 1, 1979, or a mutually agreed date. Further details may be obtained from the Clerk to the Governing Council, c/o Christ's College, Woolton Road, Liverpool L16 8ND. Closing date for applications, Friday, November 3, 1978.

EDUCATION DEPARTMENT ASSISTANT YOUTH AND COMMUNITY OFFICER

Y.S.O. Scale, £5,403-£8,080 per annum. Applications are invited from suitably qualified persons for the additional post of Assistant Youth and Community Officer to develop Youth and Community work in Clwyd. The ability to speak Welsh is essential. Application forms and further details obtainable from the Director of Administration and Legal Services, Shire Hall, Wrexham, Clwyd (Tel. Wrexham 2121, ext. 384) to be returned by 7th November, 1978.

E. L. L. DAVIES
Legal Services
Director of Administration and Legal Services

CLWYD
County Council
North Wales

Fellowships Studentships and Research Awards

BIRMINGHAM
The Birmingham City Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

BIRMINGHAM
The Birmingham City Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

Colleges of Higher Education

RAMSEY
The Ramsey College of Higher Education is seeking applications for a post of Lecturer in the Department of Physics. The post holder will be responsible for the teaching of physics to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

Community Homes and Associated Institutions

HELINGBON
The Helingbon Community Home is seeking applications for a post of Lecturer in the Department of Physics. The post holder will be responsible for the teaching of physics to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

Colleges of Education

LEWIS
The Lewis College of Education is seeking applications for a post of Lecturer in the Department of Physics. The post holder will be responsible for the teaching of physics to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

Assessment Centres

HERTFORDSHIRE
The Hertfordshire County Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

SUNDERLAND

SUNDERLAND
The Sunderland City Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

SUNDERLAND
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Colleges of Higher Education

RAMSEY
The Ramsey College of Higher Education is seeking applications for a post of Lecturer in the Department of Physics. The post holder will be responsible for the teaching of physics to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

Community Homes and Associated Institutions

HELINGBON
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Colleges of Education

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Assessment Centres

HERTFORDSHIRE
The Hertfordshire County Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

NORTHAMPTON

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YOUTH AND COMMUNITY SERVICE

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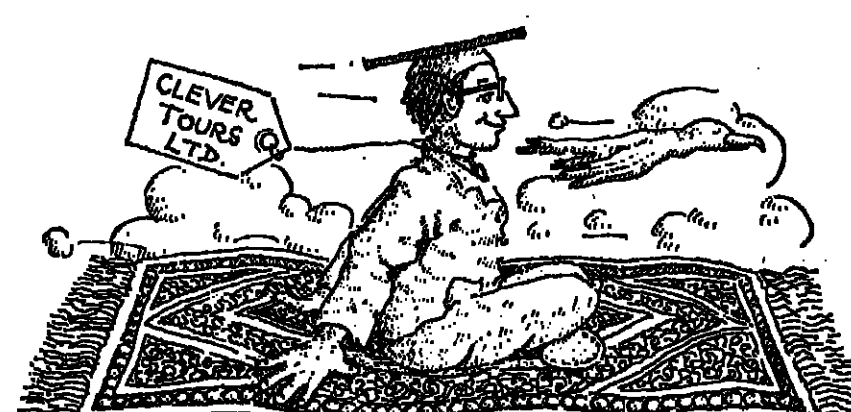
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Assessment Centres

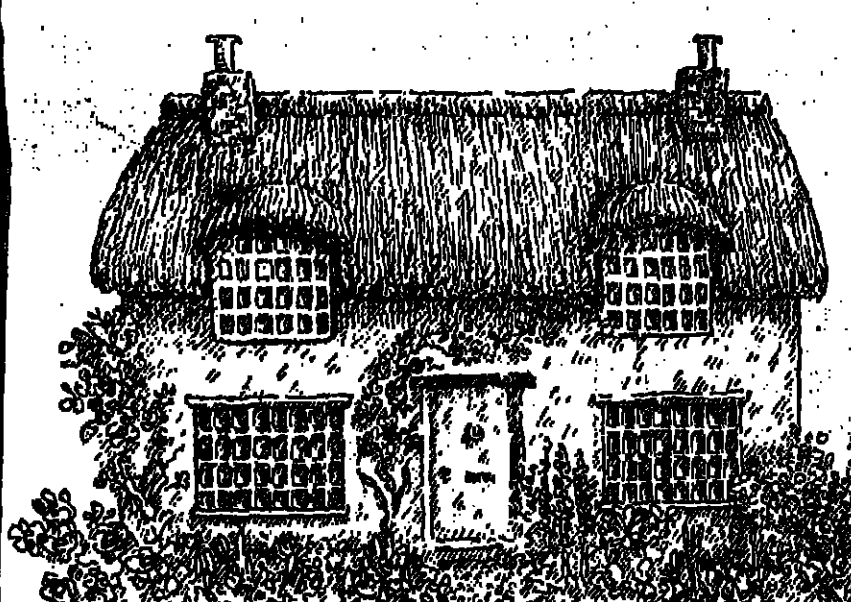
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THE TIMES
Educational Supplement

YOUTH AND COMMUNITY SERVICE

LONDON
The London City Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

LONDON, N.W.1
The London City Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

NOTTINGHAMSHIRE
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OLDHAM
The Oldham City Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

PORTSMOUTH
The Portsmouth City Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

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SOLIHULL
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WIGAN
The Wigan City Council is offering a number of fellowships and studentships to students who are studying for a degree in the Faculty of Education. The post holders will be responsible for the teaching of education to students in the first two years of the undergraduate programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Administration and Legal Services, Shire Hall, Woking, Surrey GU24 0PU. Closing date 1 November 1978.

NATIONAL CHILDREN'S HOME GLAMORGAN Headlands School, Penarth

Headlands is a Community Home for 55 boys and girls aged 8-16 years.

REQUIRED FOR JANUARY 1979

TWO posts become available in January 1979, for experienced teachers who would undertake basic, general subjects and who could offer Art, Craft, Religious Education, Science, Music or Outdoor pursuits as a specialist subject.

A scale 2 post is available for a well qualified and experienced person prepared to undertake the responsibility of co-ordinating the work in either the junior or senior section of the school.

A sympathetic interest in the problems of deprived and disadvantaged children is important.

The service is fully recognised and pensionable under the Teachers Superannuation Act and Salary is according to the Burnham Scale plus Former Approved School Allowance of £564.00 per annum.

Accommodation is available for a married person at very reasonable rental.

N.C.H. looks for members of staff who are seeking to express in their job a commitment to Christ's way of life and who are ready to learn with others what it means to be a Christian in teaching.

Application forms obtainable from: Staffing Secretary (Dept. TES), National Children's Home, 85 Highbury Park, London N5 1UD.

NORTHERN IRELAND

YOUTH WORKER TEAMS

Within the Youth Section of the Board Youth Worker Teams are being set up to carry out work with young people. Co-ordinators already being imple to encourage the greater involvement of young people. Full-time workers will have a key role in these teams composed of both full-time and part-time workers. Teams may be Centre or District based.

Applications are invited for six full-time posts related to the following districts and in certain instances linked with Project Bangor, Tullycarnet and Duddonhill centres.

1. BANGOR
2. DUNDONALD
3. CRAGG (Temporary post for 2 years)
4. BANGOR
5. TULLYCARNET

Salary scale for posts 1-4 is JNC Range 3, points 4-8, i.e. £4,692-£5,223. Salary scale for post 5 and 6 is JNC Range 3, points 1-5, i.e. £4,293-£4,827.

Applicants must hold recognized youth work qualifications as stated in the Twelfth Report of the Joint Negotiating Committee for Youth Workers and should have worked in informal youth work situations and have had a wide experience of informal youth work.

Application forms and Conditions of Service may be obtained from the Personnel Officer, 18 Windsor Avenue, Belfast BT9 6EP, and completed forms must be returned by 4.00 p.m. on 3rd November.

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THE TIMES Higher Education Supplement

Retirement is paid. Local contracts are guaranteed by the British Council. Please write briefly stating applications and length of appropriate experience quoting references, number and title of post, for further details and application form to the British Council (Appointments) 65 Davies Street, London W1V 2AA.

CORNWALL

Education Department

District Careers Officer

£4,245-£5,073 p.a. (AP.4/5)

This post is one of two District Careers Officers who carry joint responsibility for all aspects of work within the Careers Service in the Cornwall District based on Penzance.

Applicants should be appropriately qualified with previous experience in the Careers Service.

This is a re-advertisement due to the late withdrawal of a previously successful applicant and previous applicants need not re-apply.

Further details and application forms may be obtained on receipt of a stamped addressed envelope from the Secretary for Education, County Hall, Truro, TR1 3BA. Closing date for applications is 3rd November, 1978.

CHIEF ADMINISTRATIVE OFFICER

UXBRIDGE TECHNICAL COLLEGE

Salary: SO 1 £5,517 to £5,853 p.a. inclusive

Candidates should be well qualified, preferably with a relevant professional qualification and experience in Further Education, for this important and demanding post. The person appointed will be a member of the College management team and be directly responsible to the Principal for all the administrative, financial and personnel (non-teaching) work of the College. Fringe benefits, in appropriate cases, may include 75 per cent removal expenses, legal fees involved in house purchase to a maximum of £400, and lodging allowance. Hillingdon is the most westerly London Borough, bordering Hertfordshire and Buckinghamshire, yet offering easy access to Central London. One third of its 42 square miles is Green Belt and it includes many attractive residential areas. Application forms and further particulars are available from the Personnel Officer, Civic Centre, Uxbridge, Middlesex UB8 3UW. Telephone Uxbridge 50688, quoting ref. E/26/87X.

LONDON BOROUGH OF
HILLINGDON

Forms returnable to the Director of Education (29.04), Civic Centre, Uxbridge, Closing date, November 3, 1978.

LIVERPOOL EDUCATION DEPARTMENT

ADVISER for FURTHER EDUCATION

£8,751 - £9,438 per annum
(including supplement)

Applicants should possess a Degree in a technological or scientific subject, or an equivalent professional qualification with relative teaching experience in a technical college. The successful candidate will be eligible for a car allowance on the casual user's rate. Further details are available.

LIVERPOOL
City of change & challenge

Application forms, returnable by 14th November, may be obtained from the Director of Education, Personnel Section, 14 Sir Thomas Street, Liverpool L1 9BQ. SAE required.

Education Department

ASSISTANT AREA EDUCATION OFFICER

(Northern Area) Post E181

Salary PO1/6 £6,513-£7,230 per annum inclusive of supplement.

Applications are invited for this post, which is based in Lowestoft and covers the Northern Area of the County, from graduates with relevant teaching and administrative experience.

This post is second in seniority in the Area Education Office and the successful candidate will be expected to undertake a wide range of professional and administrative duties in connection with the day to day running of the Education Service.

Generous resettlement allowances are available. Application forms and further particulars (for which a s.a.e. is required) may be obtained from the County Education Officer, Education Department, Grimwade Street, Ipswich IP4 1LJ.

Suffolk County Council

EDUCATION DEPARTMENT

Professional Assistant

Salary SO1/2/PO1 £5,517-£6,827 including London Weighting and Supplement.

Applications for appointment are invited from good honours graduates with teaching experience. The post provides an excellent opportunity for a young teacher to enter educational administration.

Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Car allowance payable.

Application forms and further particulars from John Fordham, Chief Education Officer, Education Office, 256/258 High Road, Ilford, Essex IG1 1HN, to be returned by 31st October, 1978.

Redbridge
London Borough

Careers Service SPECIALIST CAREERS OFFICER

required to work with Special School leavers and other handicapped young people. Applications are invited from suitably qualified, experienced careers officers attracted to this challenging post.

Salary within the A.P. 5 Scale (£5,058 to £5,358 p.a. inclusive).

Application forms and job descriptions are obtainable from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, and should be returned by 2 November.

Telephone 01-803 0371 (24-hour Answerphone Service). Reference No. E/72/D must be quoted.

London Borough of
BRENT

BOROUGH OF SOUTH TYNESIDE

Directorate of Education

Careers Officer

£3,732-£4,146 inclusive

A vacancy exists for a Careers Officer at the Hobburn Careers Office. Applicants should preferably be graduates and all applicants must hold the Diploma in Careers Guidance or equivalent professional qualification for the careers service.

Further details and application forms are available from the Chief Personnel and Management Services Officer (reference 33), Westoe Hall, Westoe Village, South Shields, Tyne and Wear (telephone South Shields 562191) and should be returned by noon, November 3, 1978.

THE GIRLS' PUBLIC DAY SCHOOL TRUST

Assistant Secretary

£5,307-£6,183

Applications are invited for this important post at the Trust's Head Office. The appointment will be of interest to someone, possibly though not necessarily with teaching experience, who intends to make a career in educational administration. A degree or professional qualification will be an advantage but is not essential.

Further details and application form should be obtained from H. M. Evans, Secretary, The Girls' Public Day School Trust, 26 Queen Anne's Gate, London SW1H 9AN.

Closing date: 10th November, 1978.

BOLTON METROPOLITAN BOROUGH

GENERAL ADVISER

with Responsibility for Further, Higher and Adult Education. Head Teacher Group 9 £8,217 rising to £8,901

Applications are invited for this post from well qualified persons familiar with recent developments in their own field and having knowledge and understanding of major developments taking place more widely within the Education Service. Preference will be given to applicants who have had previous experience of advisory work or work at a senior level in schools and colleges. A qualification in the field of technology and/or engineering will be a strong recommendation.

The appointment will be with effect from 1 January, 1979, or as soon as possible thereafter.

Application form and further details may be obtained by telephoning Bolton 22811 Ext. 587 and should be returned to the Personnel Officer, Town Hall, Bolton BL1 1RU, by 27 October, 1978. It is intended that interviews will be held on 30/31 October, 1978.

CROYDON

LONDON BOROUGH OF

EDUCATION DEPARTMENT

PROFESSIONAL ASSISTANT

24,617 p.a. £2,348 p.a.; Plus Car Allowance

Applications are invited from Honours Graduates of a British University, particularly serving teachers wishing to enter educational administration.

In an appropriate case consideration will be given to temporary housing and grants towards removal and lodging expenses.

Telephone: 01-886 4483; extension 2598 or write to the Director of Education (PEO), London Borough of Croydon, Taberna House, Park Lane, Croydon, CR9 1TP, for further particulars and an application form. Closing date 3rd November.

School Meals Service

ASSISTANT SCHOOL MEALS ORGANISER

Salary £3,825-£4,395 plus £520 supplement (subject to review under Southbury Committee 1978 salary agreement)

Further particulars and application forms available from: Personnel Division, City of Birmingham Education Department, Margaret Street, Birmingham B3 3BU.

Closing date for applications, 3rd November, 1978.

BIRMINGHAM
CITY COUNCIL

KENT County Council

Education Department

ASSISTANT EDUCATION OFFICER - CASEWORK

PO1 (3-7) £6,060-£6,702 (inclusive)

Applications are invited for this post in Schools Branch which is vacant because of a promotion of the present holder within the Department. This officer will be responsible to the Senior Assistant Education Officer for Schools for the coordination of casework and the handling of appeals arising from the assessment of pupils and their allocation to schools, including relationships with the office of the Commissioner for Local Administration, together with other professional administrative duties. Graduate status together with administrative and/or teaching experience advantageous.

Assistance with removal and other disturbance expenses is given in approved cases.

Further particulars and application form returnable by 3 November from W. H. Pelly, County Education Officer, Springfield, Maidstone ME14 2LJ. Phone (0622) 671411 ext. 2491 (Ref. G/P/T/E).

Deputy Officer in charge (Resident)

Ref. 051/NM/78/702
£3,369-£3,933 plus £150 Qualification Allowance

Residential Child Care Officer (Non Resident)

Ref. 051/NM/78/703
£2,556-£2,968 plus £150 Qualification Allowance

239 LEA HALL ROAD, STECHFORD is a group 11 Home caring for 16 difficult children requiring a hardworking, caring and resilient person. The Home's prime task is rehabilitation which means that a lot of time is spent in liaison with Social Workers, parents, schools and other supportive agencies, with a view to returning the child to the agencies within a time span of 2 years. The major responsibility is assisting the Officer in Charge in motivation and support of child care team. Applicants will assume responsibility for the establishment in the absence of the Officer in Charge and co-ordinate individual children's treatment plans.

Accommodation is a 3 bedroom self contained flat at an inclusive charge of £480. A non resident officer when required to sleep in would receive an additional payment of £2.01 per night. Informal enquiries to the Officer in Charge Mr. Roach, Tel. 764 4821.

Candidates, male or female, may obtain application forms (returnable by 31 October, 1978) and further details from the Personnel Officer, Social Services Department, Snow Hill House, 10-15 Livery Street, Birmingham B3 2PE. Please quote reference. Interviewing will be by telephone.

BIRMINGHAM
CITY COUNCIL

CAREERS SERVICE BRANCH DEPARTMENT OF EMPLOYMENT

Careers Service Inspectors

Applications are invited from serving Careers Officers in the Careers Service of a LEA for appointments as Inspectors on the Staff of the Careers Service Inspectorate on secondment terms for up to 5 years.

There are 2 vacancies, one in Manchester and one in London. The work will involve travelling mainly in North West and South East England respectively.

Salary scale £5,937-£7,032 p.a. The London post will also attract an allowance of £465 p.a. Starting pay according to qualifications and experience.

Application forms from Miss W. M. Brown, Department of Employment, Ext. A5, 12 St. James's Square, SW1Y 4LL. Closing date for applications 14th November, 1978.

DE Department of Employment

GENERAL INSPECTOR FOR MODERN LANGUAGES

To be responsible for advising on modern languages throughout the County.

This post also involves general responsibilities for a group of schools as a member of an Area Team. All Surrey General Inspectors are based at one of 5 Area Offices at Weybridge, Guildford, Woking, Reigate and Leatherhead. The base will be considered at the time of appointment. Salary, Southbury Group 9, £8,367-£9,061.

Application form from County Education Officer (Non Teaching Personnel Section), County Hall, Kingston upon Thames, Surrey. Tel: 01-846 1060 Ext. 3167.

QUALIFIED YOUTH LEADER/WARDEN

£4,842-£5,373 Camberley

For the North West Surrey Area Team of the Youth and Community Service. Required at the purpose built Old Dean Youth Centre which caters for the leisure time needs of young people on a large Greater London overspill estate.

The Centre is temporarily closed, but provides considerable opportunities for community development and working with young people "at risk".

Further details and application form from Mr. E. Corner, Area Youth and Community Officer, Education Department, 9 York Road, Woking, Surrey. Tel: Woking 5981.

SURREY
COUNTY COUNCIL

Education Department

School Meals Organiser

Training

Grade Southbury 12-16 (£5,520-£6,192 including London Allowance and Supplement)

Applications are invited for the above post to be responsible for the training of all School Meals personnel and generally assist the Senior Organiser. HCIMA membership, or equivalent qualification, will be expected.

This range of development of the service offers an excellent career opportunity.

Havering

Application forms and further details from the Director of Educational Services (Ref. LMU) returnable to Mercury House, Mercury Gardens, Romford, RM1 3DR. Closing date 3rd November, 1978.

Senior Administrative Assistant

PO Grade 1
(£5,727-£6,342) plus £285 London Allowance

Applications are invited from suitably qualified and experienced people for the post of Senior Administrative Assistant in the Teacher Staffing Section in this Department.

Knowledge of the Employment Regulations, conditions of service and assessment of teachers salaries essential.

Application forms and further information obtainable from the Chief Education Officer for Schools, Town Hall, Croydon, Kent (Tel. 01-305 7777, ext. 542) to be returned by 30th October, 1978.

Bexley London Borough

EDUCATION DEPARTMENT

CHIEF INSPECTOR/ADVISER

(Head of Group XI Salary - NJO Conditions of Service)

(Starting Date: as soon as practicable)

Duties of the post will include motivation and co-ordination of the Authority's Advisory Team to assist with specific responsibilities connected with secondary education.

Application forms and further details obtainable from the Director of Administration and Legal Services, Shire Hall, Mold, Clwyd (Tel. Mold 2121, ext. 384) to be returned by November 1, 1978.

E. R. L. Davies,
Director of Administration and Legal Services

CLWYD
County Council
North Wales

METROPOLITAN BOROUGH OF Rochdale

EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER

AP4/5 £4,245/£5,073

To specialise in work with unemployed young people and those taking part in the Youth Opportunities Programme. The appointee will act as a team leader for a group of officers and support staff engaged on work with the unemployed and also as a Co-ordinator of the Careers Service responsible to the Youth Opportunities Programme.

Applicants should be professionally qualified for work in the careers service and/or have had relevant experience in the service. (Ad. ref. C.35)

CAREERS OFFICER

AP3/4 £3,732/£4,146

To specialise in work with unemployed young people and those taking part in the Youth Opportunities Programme. The appointee will undertake work directly with the young unemployed and those engaged on schemes under the Youth Opportunities Programme together with liaison work with employers and potential scheme sponsors. A very small element in the secondary sector will be attached to this post.

Applicants should preferably be or about to be qualified for work in the Careers Service, although applications from other candidates with relevant training and experience may be considered. The service will spend a maximum of two years on grade AP3 before being moved to the first point on AP4. (Ad. ref. C.37)

Essential user car allowances payable. Assistance with removal and other expenses and housing accommodation in appropriate cases may be available.

Further details from Chief Personnel Officer (by quoting Ref. No. C.38 or C.37).

EDUCATION WELFARE OFFICERS

(2 POSTS) (£3,275-£4,245 WITH A QUALIFICATION BAR AT £3,811)

Applications are invited from suitably qualified and/or experienced persons. The two posts are newly created and are an expansion of the Education Welfare Service in the authority. (Ad. Ref. C.42)

Application forms available (by quoting appropriate Ref. No.) from the Chief Personnel Officer, 144 Drake Street, Rochdale, OL16 1XG, to whom they should be returned by 1st November, 1978.

CENTRAL SCHOOL OF SPEECH AND DRAMA

FINANCE OFFICER

Applications are invited for the post of Finance Officer to the Central School of Speech and Drama. Applicants should be experienced in financial management and preferably possess a financial qualification. A special interest in the arts is also desirable.

Salary on the scale £5,545-£5,905 inclusive. GLC/ILEA superannuation and conditions of service.

The appointment will commence at a date to be negotiated.

Further details from the Registrar, Embassy Theatre, Eton Avenue, London NW3 3HY.

W.E.A. SOUTHERN DISTRICT

Applications are invited for the new post of

Community Education Organiser

based on a new project in Portsmouth. The post will be challenging and involve varied hours. The initial appointment will be subject to review after 2 years. Graduate or equivalent qualifications desirable. A willingness to explore new avenues essential. Initial salary scale £3,192 to £3,091.

Apply for full details to The District Secretary, W.E.A. Southern District, 4 Carlton Crescent, Southampton, SO9 3UG, Tel. (0703) 29810, Closing date November 1978.

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